

THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LX.

For the Week Ending May 5.

No. 18

Copyright, 1900, by E. L. Kellogg & Co.

A Government of Boys.

Passengers on the small steamers which thread the shallow channels of Boston harbor often wonder what may be the purpose of the row of absurdly small cottages conspicuous along the shore of Thompson's island. For their benefit and for others interested in child study, Mr. Max Bennett Thrasher gives in the April number of the *New England Magazine*, a delightful description of the farm school for boys whose members have built, own, and manage the mysterious "Cottage Row."

The Farm School for Boys is a private charity which goes back for its beginning to 1814. Thompson's island was purchased for the school by the "Boston Farm School Society" in 1832, for \$6,000. The island is situated about a mile from City Point, South Boston. It contains one hundred fifty acres of land and on account of the many trees and the height to which the surface rises is considered the most beautiful island in the harbor.

"The Farm School is limited to one hundred pupils. Boys are taken between the ages of ten and fourteen years, and retained until they graduate from the school department, the training there being equivalent to that of the best grammar schools. At the same time they are taught to work, the aim being to fit them so that when they are old enough to go out into the world they will be fitted to meet and grapple with the problems which life will present. As soon as is practicable after graduation, places are found for them in offices, stores, shops or on farms, according as their training or natural ability seem to make most desirable. The Farm School is in no sense a reform school but rather a home training school for the boys who are under its care. These are usually orphans, or the sons of widows who from force of circumstances are unable to provide a home for some or all of their children.

"In addition to the regular course of study there is a manual training course, which includes mechanical drawing, carpentry, wood turning and carving, blacksmithing, and printing. All the boys are in turn employed upon the farm for a considerable portion of the time they are at the school, obtaining from this and from the use of the boats, which they are constantly taught to use and manage, the very best physical exercise. In addition, all in turn perform some part of the household duties, including cooking, baking, making and mending clothes, and laundry work.

"There is no instinct stronger in the minds of children than that of imitation, and no amusement more universal and enduring than that of 'playing house.' While baseball and football, King Philip, tag, quoits, bows and marbles came and went, the one interest which never flagged was that in 'Cottage Row,' the city of playhouses which the boys have built, care for, own, and govern.

"The settlement originated in this way. During the summer of 1888 the boys were given some pieces of cast-off bedticking to play with. A chance suggestion was made that these would make good tents. The suggestion was adopted, and several tents were set up, each being owned and occupied usually by a number of boys. Scattered at first irregularly over the campus, the tents were eventually arranged in a row at the north end, and all thru the summer this was the favorite part of the playground. As the cold weather of autumn came on, the boys were so reluctant to abandon their little homes that they utilized pieces of boards to make them habitable as

long as possible. This gave some of the boys an idea to be acted on another season, and when the spring of 1889 opened some of the most enterprising planned to erect a wooden cottage. With the assistance of the superintendent, material was obtained and the house was built. Others followed, and from this beginning the present city has developed. The fact that all of the boys who are old enough take the school's course in manual training makes it possible for them to do all of the work themselves.

"In 1891 it was decided to be best to limit the number of cottages to twelve, the possession of each cottage being divided into twelve shares. Certificates of ownership were given for these shares, transferable thru the Farm School Bank. This bank has been a regular feature of the school for some time. The boys deposit in it whatever money they may earn or have given them, and are paid interest on deposits above a certain amount. Each boy has his own bank-book and is furnished deposit slips and checks. If he wishes to buy anything or to pay out money for any purpose, he draws his check as any other business man would do. Mock deeds of the cottage lots are given to the proprietors. The plan seemed to work so favorably that in 1893 the superintendent of the school issued the following proclamation:

PROCLAMATION.

"To the inhabitants of Thompson's island:

"The playground settlement shall be known as Cottage Row.

"The government organized by the property owners shall be for the general protection, advancement of good order, adjustment of individual rights, and to assist in teaching the duties of citizenship. All matters pertaining to Cottage Row and its government shall be entitled to and given the same respect as is due other branches of the school work.

"The officers of the cottage government consisting of board of aldermen (3), clerk (1), police (3), street commissioner (1), and jury (5), shall perform their duties with the dignity becoming officers in such positions.

"The board of aldermen may elect a janitor for the Cottage Row Hall and Club House, and a director for the Natural History room.

"The property owners shall respect and obey their superiors in said government, but when circumstances warrant may appeal to the officer in charge, or to the superintendent as in other matters."

CHARLES H. BRADLEY,
Superintendent.

An election of officers followed the issuing of the proclamation, and not long afterwards a City Hall, six feet by ten, was built, to accommodate the newly organized government. Another building, somewhat larger, was erected, and called Audubon Hall. This is for a home for the numerous pets which the school possesses, including a monkey, an Angora goat, pigeons, rabbits, and guinea pigs. Since the organization of the government the official force has been increased by the addition of a mayor, an assessor, a judge, and a librarian. All of the officers except the judge are elected, the elections being held once in three months, on the first Tuesdays of January, April, July, and October. A caucus is held one week previous to the election. The ballots used are printed in the school's printing office, by the boys, and resemble as nearly as possible those prescribed by the Australian system. The judge holds office during good behavior, or as long as he is at the school. There has never yet been an instance of a judge having been removed from office.

"The caucuses, elections and courts are held in one of the school-rooms, in order that all who wish may be pres-

ent. Of course only boys who are property holders vote. Ownership of one share admits a boy to all privileges. Usually from three to five boys own a cottage together. All the meetings are managed wholly by the boys. Quite often some of the instructors go in, attracted by an interest in what is going on, but they attend only as spectators. The trials are often very interesting, and there are sometimes so many witnesses to be examined that a case cannot be completed in one evening. Some of the boys develop ability as lawyers which would foreshadow legal talent, and these are always in demand for counsel. When the evidence is all in, the lawyers make their pleas, the judge charges the jury, and the latter retires. The jury usually agrees on a verdict, oftener, perhaps, than in real courts. Their verdicts are brought in sealed. Once a boy who was convicted of breaking a window in one of the cottages was sentenced to mend all the broken glass in the entire city, while another found annoying "Nannie," the goat, who is tethered on the campus, was condemned to feed and water her for a month.

"The cottages vary greatly in size and appearance. The smallest are about four by six feet square. Others are considerably larger, and some of the more ambitious have a bay window or an L. They are furnished according to the taste and means of the owners. A favorite way of finishing the interior is to line the walls with cheap cretonne of bright pattern, which is bought by the superintendent in a quantity which allows of its being sold to the boys at a price within their means. Pictures and ornaments adorn the walls, and nearly all of the boys have collections of books, which are moved into the cottages early in the spring and kept there until the coming on of winter makes it advisable to bring them back to the main building. The municipality itself also has a library of some three hundred volumes, given it by various friends. These books are kept in the City Hall. The librarian is appointed by the mayor; he has certain regular hours when he is at the hall to give out books and receive those returned, and the library, like that of the school itself, is very freely used. Furniture in the cottages depends largely on circumstances. Every chair and table which is discarded from the main building is quickly snapped up. Some articles the boys can make for themselves, and their eyes are always open for others. I remember that once the frame of a couch came ashore on the beach with other driftwood. The boy who saw it first obtained permission to go and get it, and covered it with excelsior and cretonne. Its possession, in his cottage, made him for a time the aristocrat of the town.

The value of the shares in the different cottages varies from about sixty cents each to a dollar and ten cents. Of course a boy who has no money cannot buy stock, but if he has money he can make any trade which seems to him desirable. The shares bought, he draws his check for the amount, and the seller deposits this check to the credit of his account. In this practice in banking, in the management of real estate and the learning to adjust prices to values, and in the conduct of the city government, these young voters of Cottage Row become better versed in the duties of citizenship than many adults ever do.

My Philosophy of Education.*

By Supt. F. E. SPAULDING, Passaic, N. J.

The development of the human species, ever since it was evolved from its sub-human ancestry, even the whole life-course of that ancestry as it differentiated itself thru successive and countless degrees from the simplest to the most complex forms of animal life, is one long and unremitting process of education, the education of nature.

In this educational process the constant factors involved are, on the one hand, the living, growing organism; on the other, the environment of that organism. An organism's environment includes every influence, spiritual or material, which affects, either by action or

reaction, the given organism, and excludes all else.

Education is directed growth. Growth is from within, and is the fundamental principle of life; the direction is imposed, directly or indirectly, from without, and is unavoidable and unceasing.

The growth process, the educative process, is characterized by constant adaptation and re-adaptation of the growing organism to a perpetually changing environment. Note that the environment, as here understood, is subject to change not only in itself, but as a result of change in the organism.

The resultant of the constant and mutual action and reaction of the growing organism and its environment is the educated organism.

Education is effective, successful, just in that degree to which it enables the educated organism to act and react effectually on its environment. Action or reaction is effectual in the degree to which it serves to bring about a desired result.

Man's educational history, so far as it is significant and distinguished from that of his animal ancestry and contemporaries, records a process of adaptation to an environment of intellectual, moral, and spiritual ideas and ideals.

To an optimist, and none but chronic optimists are fitted for the teaching profession, not only have these ideals become higher and purer during human history, but the race as a whole has made and is making progress in adapting its life to this ideal environment.

The stream of life which culminates in man has pushed its way upward thru many devious paths; certain of these as a result of long and oft repeated passage, under the conservative influence of heredity, have become the beaten roads of human progress, along which every individual must pass as he is educated from the single living cell up to the level of mature life; in technical language, ontogenesis recapitulates phylogenesis. This recapitulation is greatly abridged, but is a law of mental as well as physical growth; a law, however, which is subject to considerable modification in every individual, but to complete violation in none.

In a very general way, the fundamental lines of the educational history of every individual are predetermined and may be foreknown and formulated in general laws; these laws are expressive of the periodicity and asymmetry of growth.

Inward tendencies to grow, their kind, variety, strength, time of awakening and persistence; the following general laws, in detail are peculiar to each child. Each organ and function of the body and the soul has its nascent period, its period of maximum growth. This period of natural growth is the period when direction from without imposed upon the organ or function concerned, is most effective. It is the teachable period. Hence, these growth periods must determine largely the duties of the teacher.

The sole function of the teacher and the school is that of providing a suitable environment; an environment in which each child will grow more successfully than in the chance environment of nature; an environment especially adapted to the development and realization in each child of the highest aims, physical, intellectual, moral, and spiritual, of education and life. The school is primarily an institution whose object is that of co-operating intelligently with the forces of nature, within and without the child, which are making for the growth of the child into higher spheres of living. When it fulfills this function completely, the school not only serves to educate the present generation, but it contributes largely to the education of the race, to the progress of humanity. In short, the school is an agency working consciously in harmony with the evolutionary laws of nature.

To fulfill his function intelligently, it is necessary for the teacher to have as a preparation for his profession:

1. The point of view and knowledge which comes from a thoro genetic study of the educational history of the race, in the broad sense here outlined, and, in the light

*Paper read before the New York Educational Council.

of that history, especially of the laws of physical and mental growth of individuals.

2. A knowledge of the important factors in the educational environment into which the children to be educated are born and destined to grow up, and especially of such peculiar environment as it is the duty of the school to furnish; the former includes particularly the leading laws and ideals of modern society; the latter, the subjects of technical instruction.

3. An inexhaustible fund of high, intellectual, moral, and spiritual ideals, and an abiding, contagious enthusiasm for their realization in human life.

In the intelligent practice of his profession the teacher must,

(1) Recognize his true function, viz., that of doing his part toward directing most effectively and successfully the growth of each child entrusted to him, and conceive aright the real end of his service, viz., truly educated boys and girls, men and women.

(2) In the light of the general laws of growth, he must study carefully and constantly the growth of each pupil.

(3) He must familiarize himself with the chief factors of the total educational environment of each pupil.

(4) He must adapt the environment of the school-room to the needs, not the desires, of each pupil, as determined not alone by that pupil's phase of development, but also by the out-of-school environment in which the pupil lives and the manner of his reaction to it.

It may be well to add to this system of principles, which the exigency of space has forced into very abstract form, a few more concrete statements. These may be regarded in the light of corollaries.

1. Individuals alone are educated; a class is educated only as the individuals composing it are educated. Individuals alone can be taught; a class can be taught only as the individuals composing it are taught.

2. The teacher's function is that of furnishing and adapting environment to the child; the child's function is to grow.

3. Every child's education began generations and ages before that child entered the school-room.

4. The process of education is unremitting. It is a great mistake to think that education is limited to the school-room and to school hours, or even to these with the addition of the home and the church; and that the teacher, parents, and minister are the only educators. It is no less a mistake for the teacher to think that only the education of the school-room concerns him. There is one resultant, and only one, of all the educational influences brought to bear on the child, viz., the educated child,—be his education good or bad, efficient or inefficient. And since the efficiently educated child is the true aim of the teacher, it is unsafe to ignore any of the educational factors which are operating strongly, whether favorably or unfavorably, toward that end.

5. Elementary public school education must be chiefly general and fundamental, conserving and developing those capacities for action and reaction on environment which are prerequisites to the accomplishment of all worthy special ends. Among the most important of these capacities are the following: sound mental and bodily health, habits of cleanliness in body and mind, truthfulness in word and deed, modest self-reliance, a working knowledge of the various subjects of instruction, an expansive openness of mind and heart.

Music in the Public Schools.

By C. H. CONGDON, Boston, Mass.

The modern thinker before attempting to discover new principles of education, must first blaze his way thru thickets of accumulated fallacies and windfalls of modern methods in order to reach the open paths of educational truth. Music in the public schools is one of the youngest branches of the educational family, and so far as methods of teaching music is concerned the past twenty

years have witnessed a most wonderful development.

The word *method* used to have a broad, comprehensive meaning, closely allied to principle, philosophy, and pedagogy, but as it is generally understood at the present time, as applied to music, it means a scheme for producing results where teaching ability is lacking, or, a labor saving device for those who are not ambitious to do vigorous work that requires thought and personality.

The claim is often made that if certain prescribed plans are followed, any teacher musical or otherwise, can teach music successfully—thus attaching more importance to method than to good teaching.

So much has been said and done in this respect that many teachers have lost sight of music as an art, and the question of the quality of the music has come to be of secondary importance.

The prevailing methods of teaching music in the public schools are wrong in many essential points, and are not based on sound philosophy. These methods, failing to provide for the strong musical instincts inherent in children, tend to dwarf the child musically, by putting too much emphasis on mechanical processes. Instead of making the child the center, and surrounding him with a musical atmosphere, selecting for the purpose such examples of the world's best music as are adapted to the child's capabilities, these so-called logical methods resort to expedients for the sake of gradation, thus depriving the child of the opportunity for growth in the matter of pure form and high ideals.

Inspector James L. Hughes, of Toronto, says:

"The defects of educational systems, and the mistakes in educational methods, have arisen from erroneous and indefinite views regarding the true aim of education. A perfect plan for the accomplishment of an imperfect purpose may produce evil instead of good results."

Need for Reform.

As we are nearing the close of the present century, and the world in general is looking for the dawn of a new era, let us pause for a moment and consider whether or not some reform is needed in the matter of teaching music to children.

The unsuccessful business man will not ordinarily admit, even to himself, that any of his business schemes are unprofitable. He goes along blindly from year to year until his creditors discover that it is time for him to strike a balance. The successful man, however, is constantly reorganizing and readjusting his plans and in case he discovers a leak, or finds he is doing business at a loss, he at once applies a remedy.

As educators are seldom held responsible for the real success or failure of their educational schemes, the actual losses being unconsciously borne by the innocent children, it very often happens that the life of a method depends almost entirely upon outside influence and interests, the real profit or loss to the children receiving little consideration.

We are beginning to realize that no system of music will succeed in the hands of poor or even indifferent teachers. We also find that so far as the ability of children to read notes is concerned all systems show about the same results in the hands of good teachers.

While the endless discussion has been going on about whether the child should first study the cat or the dog, the tree or the flower, the lake or the pond; whether the divided beat should be introduced in the third grade or the fifth; whether to use the metronome or the hand; the exact time when rote singing should stop and sight singing begin; how to arrange a course of study based on the ability or rather the inability of the incompetent teacher, many have lost sight of the fact that this great field of musical literature lies at the feet of little children.

But they are not allowed to enter this beautiful field with its pure springs of running water until they have traveled the weary road of method which, they are told, will some day lead them to the gate which the ability to read music is supposed to unlock.

Ideal Should be Present.

"Progressing by easy steps" is a catch-phrase that has robbed thousands of children of the opportunity for natural growth. The beauties of nature are not withheld from children because they are unable to analyze them. From the time children are born into the world they must see nature as they find it. If they live on the coast the view of the ocean is not withheld until they first see a pond or a lake. If they live in the country their instinctive love of nature attracts them to animal and insect, flower and tree, meadow and sky with equal interest.

The child should be kept close to nature in order that he may exercise the wonderful perceptive faculties with which he is endowed. So, in music, the ideal should be ever present, and the study of mere form without the influence of inspired thought, defeats the very end we have in view.

The methodical teacher is so eager for immediate results that he resorts to purely mechanical processes. His principal aim is to establish "thought work" as it is called, and "sight-singing ability" in the children.

He claims that many graded exercises are necessary in order to lead the child by easy steps up to the song, and that the study of songs without such exercises makes a poor foundation and results in aimless song singing. Right here the following vital questions may be asked:

1. Can children be taught to read music thru the use of simple, beautiful melodies selected from the writings of the world's great composers, or must such music be discarded for exercises and songs made for the purpose?

2. Does the child possess musical instincts that demand recognition; and if so, is he not entitled to the best in music as well as the best in literature?

3. If we admit that teaching the children to read music is the principal aim, will not the drill work make a deeper impression on the child if it is accomplished thru the melodies that appeal to him and awaken in him the true spirit of song?

4. In order to lay a "proper foundation" and to obtain "thought work," is it not necessary to use material embodying the best and purest musical thought selected from the highest sources in the world?

Why do we teach music in the public schools? Is there not already enough busy work, drill-work, and what not, without dragging in another study simply for the sake of having more mental discipline? If music in the schools must consist of technical drill to the exclusion of music as an art there is no place for it in the curriculum.

Opinions of Music as a Culture Study.

In order to show what some of the great educational thinkers expect of music as a culture study in the public schools, the following quotations, bearing on this question, will be of interest:

"The preadaptation of the human mind to seek and find pleasure in music, is proved by the universality with which the vocal art has been practiced among men. Each nation and age steps forward as a separate witness to prove the existence of musical faculties and desires in the race."

"Music in schools makes a good foundation for further culture. The child's mind is plastic and receptive. The emotions and sympathies are in full play. Voice and ear are obedient to impressions, flexible and susceptible of cultivation."

"The child is a creature of impulse rather than of reason, and possesses a strong emotional nature. Music meets the demand of that nature, it infuses itself into his life, entwines itself around his heart and becomes a law of his being. Hence his songs may give tone and direction to his moral character."

"Music saves the people from loisterous and riotous passions; pervading all classes it softens and refines the national character. Nowhere can its power be exerted more happily than in the school-room."

Viewing the subject from this standpoint, and basing

the claims for music in the public schools on the salutary effect of song and its uplifting influence on the life of the child, let us see how far children can be taught to read music, without defeating the real object in view.

In naming the faculties of the human mind in the natural order of their development from childhood to maturity, the perceptive faculties come first. The powers of analysis and reason manifest themselves at a much later period, and are never fully developed before maturity. Children gain most of their knowledge thru the perceptive faculties and not by reasoning or reflection. They absorb the strongest influences that surround them and by their wonderful power of imitation, grasp the things that are most vividly presented. Their power of analysis is at first comparatively weak and their capacity for serious study and methodical effort is limited. In the training of children the teacher must recognize these facts and guard against reversing the laws of nature by subjecting the child to a process of analysis at the beginning. The wonderful activity of the child's perceptive faculties makes it possible for him to acquire a vast amount of useful knowledge which is necessary as a foundation to his future growth. Most knowledge comes to the child in concrete form. He knows animals and flowers long before he can understand anatomy and botany, and he must be able to talk and sing before he can learn to read language or music.

This principle is shown even in the development of the race. The wonderful progress of the present civilization is but the outgrowth of experience and necessity. Children in a way repeat the history of the race. They live, think, and have actual experiences in life before they can talk. They must talk before they can read and they do not stop talking when they begin to read.

Natural Order of Teaching.

Applying these principles to music teaching we find that children should sing before they study, sing while they study, and sing as a result of study. A child's knowledge of the elementary facts of music can only be derived properly from music itself. To attempt to develop a child musically by beginning with abstract principles is absolutely contrary to the accepted principles of education. The child's mind should move almost constantly in the track of melody. He should ever be influenced by the melodic concepts acquired thru his rich song experience. His mind should be filled with melodic types ready to be sung either at call or at the suggestion of the notes that represent them. New combinations are thus revealed and we call the process "sight singing."

It is supposed that along with their other songs the children will learn the scale. As a preliminary test of their ideas of tonality the children should be asked to sing the key note of familiar songs without any aid except the pitch of the song itself. When the time arrives for the serious study of intervals in connection with their songs, the scale should be used as a sort of clearing house. Tonal characteristics that have been recognized in the songs should be referred to the scale and the children given an opportunity to contemplate them.

The intervals of the scale thus becomes a part of the child's experience and he sings them with the same freedom that he sings his songs. Intervals are not difficult for children to sing, and they are difficult to remember only when disassociated from characteristic melody. The child therefore should learn to sing with spontaneity short melodic phrases, the relation of such phrases, to the song on one hand and the scale on the other to be made plain to him at all times.

Let us now suppose that the process already described has been carried on until the children have acquired a definite knowledge of the simpler intervals of the scale. The children may return to the songs already studied and discover from the staff the representation of the facts already learned. During the stages of incipient sight reading the teacher should give the children considerable help but as the process goes on her assistance may be gradually withdrawn leaving the children more and

more to their own resources. It must be remembered that as a result of the first process of tone development, the children have become familiar with skips. As the scheme of the staff notation is gradually revealed to them, their ability to read at sight will grow stronger.

Learning the Staff.

When the staff is introduced it should be thoroly explained. A great deal of misdirected effort is due to a lack of understanding on the part of the children, of the scheme of the staff notation. The staff is really the simplest device in the world for representing melody. Children therefore, should be taught to read the staff and to visualize the key map, or picture, instead of simply reading distonic exercises and depending on "conjunct motion" for their guide. This is the great essential point so far as the notation is concerned. Overgraded, stepwise exercises tend to lead the children away from the idea of imagining a key picture in the staff. For instance: the tonic chord is represented by either three lines or three spaces. If the child can carry this picture easily in his mind as he does the picture of a railroad track, he will never resort to the process of counting the degrees of the staff in order to read skips.

Taking three consecutive lines (or spaces) as the center of the key picture (map) and remembering the position of upper "do," the child can read the notes of any piece of music within his comprehension with the same facility that he would name the ears, eyes, nose or feet, etc., of an animal, if the teacher were to indicate them in a picture.

The teacher must remember that none of the processes of development already begun should be abandoned. Interval study should be emphasized at all times and the children's knowledge of intervals should always be in advance of their ability to read.

The Secret of Success.

If children are encouraged to sing with spontaneity the best songs in existence suited to their age and mental growth, thus making song truly the language of the soul and a means of expressing feelings and emotions that cannot be uttered by language, the teacher may then proceed to develop a knowledge of the elements of music with absolute confidence in the results that will ultimately be obtained.

The success of musical instruction in the public schools depends upon the proper balancing of these essential lines of work and the use of the highest quality of music. So long as there is an abundance of the right kind of material available, the progressive teacher cannot afford to waste the precious time at her disposal by requiring the children to study anything but the choicest selections.

Summer Vacation Plans.

A Summering in an Orchard.

By M. BELLE SMITH, Maine.

My last vacation was spent very happily, profitably, and cheaply, and I want to pass on my experience for the benefit of other teachers.

The first of July found me in a country house in Connecticut, not a thousand miles from Hartford, the capital city. I resolved to get acquainted with the birds that made an adjacent apple orchard melodious and peopled it with such an active community, and I am sure no one who follows my example will regret it.

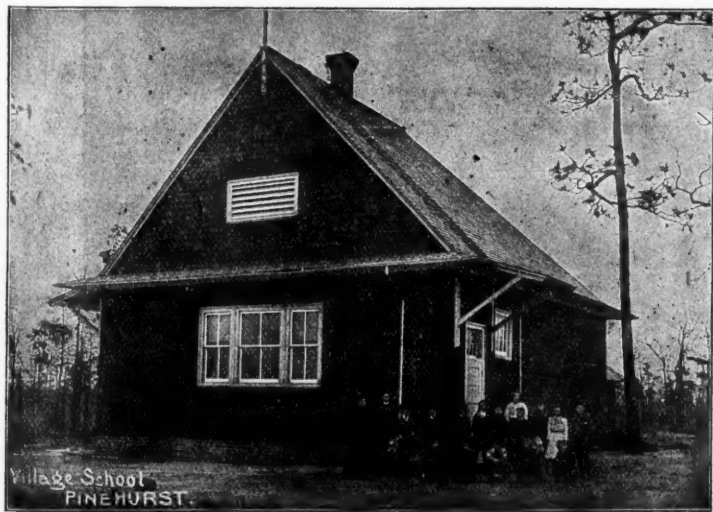
With my field and opera glasses, for I used both, two or three books on birds containing cuts and descriptions, and another book, sometimes poetry, sometimes a story, sometimes a history, just as my inclination for the day led me to select, and a thick shawl to sit upon, I repaired to the shade, day after day, and sat or reclined upon the ground, letting the birds come to me instead of going to them. The best time to see and hear the feathered warblers is early morning, but as it was vacation time and a part of my duty was to rest, I did not rise early, but left that form of activity to assert itself when school should begin. So I did not go birding until toward the close of the afternoon.

My first acquaintances were not, as I had expected, the robins, but a pair of little brown house wrens, who had their nest under the roof of a barn near by, and I saw them only as they sped thru the trees on a search for food. They were an active, sprightly couple, shy, but never timid, and they sang a hearty, trilling song good to hear. They came early in May and had their house built and ready for occupancy in an incredibly short time, I was told, and until the middle of September they were to be seen engaged in the discharge of the duties of such a respectable family. Tho they were rather conservative and always kept me at a distance, I came to regard them with great respect.

Orchard Householders.

The robins, who came long before the wrens, nested in great numbers in an old orchard adjoining the one I frequented, and at the time I began my observations were already domiciled there, and were teaching the young members of their families the mysteries of flying. Every tree in both these orchards had its nest, some two or more, and no doubt many escaped my scrutiny, so deft are these builders in concealing their homes.

One day I discovered a pensile nest that seemed like an oriole's, but not so loosely hung. For days I watched it to see its builder, but was not rewarded till one afternoon as I lay with my glass pointed toward it, I caught a flash of color from among the branches, not bright enough for the Baltimore oriole, and too bright for any other bird likely to be there at that time. Waiting patiently, I had the satisfaction at length of seeing a brown and yellowish bird fly into the tree at a little distance from the nest, and after taking a survey of the surroundings go to the nest. While the foliage partly concealed him I had my first glimpse of the orchard oriole. He is a dull yellowish-olive above and a dingy yellow under the body, wings olivaceous, with whitish edge. The nest is more compact than the Baltimore's and is woven chiefly of grass which is put in while green and after drying retains so much of the color that it helps materially in the concealment. It is smaller, too, and not so deep as that of its more common brother. Its song is to me more pleasing than the "golden robin's," and he is less aggressive in manner and less



Village School, Pinehurst, N. C.

Courtesy of the Southern Railway

arrogant in bearing. This bird seldom goes north of Connecticut and here he is not common.

Difficulties Above Ground.

Little comedies and tragedies took place, and my interest in the many individuals of the "orchardites" never diminished. No gun ever disturbed them, nor small boy with egg-gathering zeal filled their hearts with terror, but cats with hungry eyes sometimes stalked out among the branches, and squirrels upset the birds' equanimity. At first they did not like me, but after viewing me from all points seemed to settle down to the conclusion that I was harmless. While they were reaching this state of mind I was learning to wait patiently for them. Sometimes it was days before I could see enough of a bird to determine his name and often, as in the case of the orchard oriole, I saw the nest before I noticed the builder. I did not have the pleasure of watching the nest building, because that was completed before I made my advent upon their territory, but I made the best of the opportunities afforded.

Studying birds in an orchard is a slower and lazier way than watching them in the woods and fields, but it is very delightful in many respects. I found myself saying in Audubon's words: "How I wonder that men can consent to swelter and fret their lives away amid those hot bricks and pestilent vapors, when the woods and fields are all so near."

Fearless of Danger.

There were several families of Baltimore orioles, and all that it was necessary to do to call them when the nest had young birds in it was to stand under the tree and make a loud "kissing" noise by drawing in the breath with the mouth while patting it with the back of the hand (a good call for any bird with young), and there would be a flash of orange in the air and Mr. Oriole would alight over my head, scolding well for the disturbance. An oriole seldom shows any fear and never hesitates to let you know if he is displeased. The orioles like best the elm trees, but if those are wanting they build in maples and pear trees; I saw one nest in an apple tree and there may have been more.

Of course the chippy, with his monotonous trill and chirp was there, and notwithstanding his habit of being conspicuous by his presence he is so social, so brisk and cheery, one cannot help loving him and being glad to see

him as he hops about industriously pecking and keeping up an incessant conversation, while every few seconds he perks up his head as much as to say, "Isn't that so?"

Under one tree hammocks were swung, one at least of which was usually occupied all day. The chippies became perfectly fearless of the occupants, and flew under and over the hammock without the slightest apparent concern, while on the boughs above two or three squirrels frolicked and quarreled with only an occasional glance below.

In a crab-apple tree at the edge of the orchard a scarlet tanager had its nest and gladdened our vision as he flew back and forth, a flash of vivid red, his jetty black tail and wings only making the red of his body appear brighter. The mother bird, greenish above and yellowish below, is not nearly so brilliant as her gorgeous husband. The nest was rather shallow and loosely woven and was made of twigs, roots, and plant fibers. The song is a whistling warble and sometimes a low note resembling that of the sparrow.

Some of the Visitors.

Tho they did not nest in my orchard, I frequently saw visiting bluebirds, who seemed to come from the woods beyond the second orchard. It is surprising how quickly one will recognize a stranger bird in a territory where the regular habitants are familiar; there comes to be a charm about acquaintance with birds that grows continuously.

Another visitor with whom I early became acquainted was the king bird, a blackish gray bird with wings pale-edged and tail white-tipped. Just before dusk he was to be seen flying swiftly from one point to another, always alighting on some projecting point so that it was possible to see him clear cut against the sky. His crown is black with a flame-colored center, but as he is seen from below this is not perceptible to the observer of the living bird, and is not noticeable in a stuffed specimen unless one looks for it.

A third visitant was the phoebe, whose nest was under the cornice of a near-by porch, where several attempts to drive her away had only served to make her move her position from one part of the building to another.

Other birds came and went, but these were all I learned to know, tho I shall continue my observations and hope next summer to know more of the orchard birds.



Ithaca Falls, About a Quarter of a Mile From the Campus of Cornell University, Ithaca, N. Y.

Conference of Education Associations.

By JANE A. STEWART, Boston.

There probably has not been, up to date, a better and clearer exposition of the opportunities and possibilities of the public education society than at the third annual conference of Eastern Education Societies at Brookline, Mass., April 27 and 28. It is evident from this meeting that the public education society is a strong and growing factor in community helpfulness. Just twice as many societies were represented as at any previous gathering and a steady movement towards enlargement of the work seems evident.

Delegates were present from twenty-five different societies, including organizations doing work for public education in Maryland, Massachusetts, New Jersey, Rhode Island, New York, Connecticut, and Pennsylvania; all of them brought interesting and suggestive reports of plans projected or of work accomplished.

It is being more and more generally apprehended just what the work of an education society may involve and just what sort of a leverage it may exert if wisely and carefully directed. Coming into existence, as it does, in various places thru the impulse of some local, special need or interest, the education society takes to itself forms as diverse as the causes which gave it rise. Such a conference as this just closed at Brookline calls together the representative who wants to revolutionize the whole existing educational system; the more conservative who is willing to grant that while there is a great deal that is bad under present conditions there is also a great deal that is good, and that it is wiser to build on the good. There is the discouraged delegate from the city where apparently nothing can be done because of indifference or political influence, or from the college town where public educational movements are eclipsed by the blazing sun of higher educational requirements—in each of which, as the presiding officer happily remarked, there is illustration of the fact that "the deeper the need the greater the enthusiasm."

But unity in diversity must perforce be the rule in a movement which, as Dr. D. D. Addison, president of the Brookline society, pointed out, has certain underlying principles possessed by all the associations in common: First, to interpret the schools and educational movements to the people; second, to enlarge the scope of the schools; and third, to guide the educational impulse that is growing.

It was exceedingly appropriate that the meeting should be held under the auspices of the Brookline Education Society, which is the parent organization, and which in its broad conception of community and individual responsibility has set the pace for all similar societies to follow. The two days' sessions were held in what may probably be considered the most artistic and well-equipped building for secondary education to be found anywhere—the Brookline high school. All about are evidences of what taste and refinement and thoughtful culture, actuated by real public spirit may achieve in dignifying and enriching the interior of a public educational institution.

Education a Social Force.

The education societies, as represented at the conference, conceive that education, considered as a social force, does not receive the attention it deserves from citizens generally. The American citizen, of course, believes in education, but very often he has not a clear conception of recent educational improvements nor of modern thought as applied to the public school curriculum and administration. This thought was well developed by several speakers. Mr. A. G. Balcolm, of the parents' association at the Franklin school, Newark, N. J., where the curriculum has been recently enriched by manual training, music, drawing, and kindergarten, held that when the parent comes to look at education from the standpoint of the teacher all difficulties are cleared. Miss Dora Keen, of the Philadelphia Public Education Association, illustrated the point by facts concerning the helpful mothers' meetings in connection with the school for backward children in that city.

That the public school is a most important social solvent and that its value in this regard can be greatly augmented by well-directed efforts from outside was clearly demonstrated by Mrs. Thos. Kirkbride, of the department of education, Philadelphia Civic Club. This association has aroused the latent sense of civic service of the children, enlisting them in responsible care for clean streets and respect for public property. As a result boys are now co-operating with, instead of being antagonistic to, the officials of the law, formerly conceived to be the natural enemy of school boys. "Thus children are finding out," said Mrs. Kirkbride, "what women are late in finding out, that they are citizens."

The young men's civic clubs in the mills at Pittsburg described by Miss Frances Smith, of the department of education of the Pittsburg Civic Club, and the boys' clubs



The new Horace Mann School Building, New York. Edgar A. Josselyn, Howells & Stokes, Architects, 100 William St.

conducted by the New York Public Education Association, in care of Miss Winifred Buck, form suggestive instances of a phase of educational work not down on the school curriculum yet which is well within the scope of an education society.

What is Actually Done.

The aim of the public education associations, to make the money invested in schools of greater value to the people by way of returns, is calculated to appeal to the economic sense of the community. It is natural that this idea should find its most practical outlet in vacation schools and summer playgrounds, the reports from which were most encouraging. In Boston it appears that the Women's Education Association, thru its daughter, the Massachusetts Emergency and Hygienic Association, has instituted playgrounds which last year consumed the school committee's appropriation of \$4,000 in the entertainment and instruction of 4,000 children. At Pittsburg and New Haven the education of the local educational authorities is proceeding along this line. Work in thus arousing the interest of the powers that be is naturally no small part of an education society's endeavor. In Belmont, Mass., they are trying to get kindergartens. In Boston better sanitary conditions are desired. In Philadelphia it transpires that the education committee is setting before the authorities an object lesson in the form of a parental school.

Altho the school as a center of neighborhood life was the general topic for discussion, and delegates were requested to present the report of their societies as regards social endeavors, yet other allied themes were brought into consideration. That was a timely and relevant thought of President Eliot, of Harvard, who, in his well-considered criticism of the defects of the Boston school system, advocated the substitution for the present plan of irresponsible sub-committees of a single small committee, elected or appointed, with the executive functions placed in the hands of its appointed and paid expert and responsible agents. Speaking from the experience of New York, Mrs. Schuyler Van Rensselaer declared that the most salutary way of improving the public schools is to keep the question constantly in the public mind thru discussion and just criticism. She was inclined to give Tammany Hall considerable credit for work in bettering the schools and declared that notorious political institution to be not so black as it was painted.

That back of the often feeble and unimportant beginnings of the education society lies great possibilities and great resources, was the point well taken by Superintendent Dutton, the founder of the Brookline Education Society. The public schools, he held, must have a higher place in social life. Parents and citizens may be given a more general understanding of the mission of education thru the education society, whose aim in the end is to exalt the home and make it the center of the best life. With the largeness of view of the skilled organizer he predicted the possibility of broad extension of the work.

Apropos of this it is pleasant to note that sixteen states have organizations concerned with public education, Massachusetts leading with eight different agencies at work. New Jersey has six; New York five; Pennsylvania three; New Hampshire, Georgia, Alabama and Connecticut each two; and Maine, Delaware, Indiana, Tennessee, Florida, Wisconsin, Minnesota, and Colorado each one. In nine states the education committees of the State Federation of Women's Clubs are active factors. The association of Collegiate Alumnae is credited to no state, having members in all.

The Brookline idea may well be regarded as a movement which ought to reach across the country with its beneficent arms. Undoubtedly now that the full value and effectiveness of the education society are realized, there will be few American cities of the twentieth century without some organized effort instituted not only to improve the school system but also to continue as an adjunct for its fullest development and most complete application to the life of the community.

School Law.

Recent Legal Decisions.

Compiled by R. D. FISHER.

Wrongful Discharge of Teacher.

The Iowa supreme court has recently decided, in the case of *Jackson vs. The Independent School District of Steamboat Rock*, that a decision by the superintendent of public instruction, on appeal from the county superintendent, that a teacher was wrongfully discharged, is final and conclusive, in an action by the teacher for wages, even if based on the fact merely that the teacher was not given an opportunity to be heard, and not on the merits of the charges.

Vacation Pay—Injunction Against Officers.

The supreme court of Kansas, in the case of the Board of Education of Emporia *vs. the State*, recently held, that unless it is made to appear clearly that the board of education abused its discretion in giving a two days' vacation at Thanksgiving, an injunction will not lie to compel them to deduct for such vacation from the teachers' pay.

Michigan—Breach of Contract—Liability.

The plaintiff in this action was hired as a teacher for three months, with an agreement to give her a contract for the remainder of the school year if her work were satisfactory. At the end of the three months she was discharged, solely because her certificate to teach would expire before the expiration of the next term. Public Acts 1895 No. 66, provides that a school officer shall not employ or contract with any person to teach in any of the public schools unless such person has a certificate or license, in force, granted by the board of school examiners or other lawful authority. Held, that since plaintiff's license did not extend over the whole of the remainder of the school year, she could not have made a further contract for such time; consequently the school district is not liable for a breach of contract.

Ohio License—Appointment of Teacher.

A teacher may be *appointed* by the board of education, who, at the time, has no license, if he obtains one before the commencement of the schools.

Nebraska—Optional Contract—Written Contract not Necessary.

Where a teacher's contract permitted her to teach three months, with option to teach a year, held that, on completion of the three months, a new written contract was not necessary to bind the district for the entire year.

Iowa—Contract—Omission.

A contract with a teacher was not invalid because the time the school was to be taught was not stated therein, as required by law (Code sec. 2778), where the rules and regulations of the district, which were made part of the contract, specified such time.

Tennessee—Employment at Pleasure of Board.

Rules adopted by a school board at a regular meeting thereof, providing that teachers are employed at the pleasure of the board, are part of a contract of employment, of which the teacher employed is bound to take notice; and such a rule and contract authorize his discharge by the board whenever, in its judgment, public necessity or convenience requires it.

Pennsylvania—Appointment of Teacher—Fraud—Injunction.

A teacher appointed by fraudulent practices of school directors, in place of a lawfully appointed teacher fraudulently removed, will be enjoined from teaching.

Minnesota—Oral Contract—Validity of.

Under public statute (1894 sec. 3694) providing for written contracts with teachers, specifying the amount of wages and the time employed, an oral contract made by a school teacher with the trustees of the school district is invalid and without binding effect.

Kentucky—Claims for Services—Knowledge—Estoppel.

The fact that a teacher employed by the lawful trustees of a school district knew that the title of such trustees was in dispute does not estop him to assert a claim for his services as teacher.

The Educational Trade field.

Col. Francis Wood, president of the Esterbrook Steel Pen Co., has sailed on his first trip to Europe. He expects to be away about four months.

We are exceedingly pained to hear that Mr. Henry E. Hayes (so long connected with D. Appleton & Co., and so favorably known to the teachers of the entire country) has lost his only daughter. We extend our heartfelt sympathy to him in this sad bereavement. Not one of his numerous friends but will read this announcement with grief, for Mr. Hayes deeply sympathized with others.

The American Book Company at the last annual meeting elected Mr. J. A. Greene as a director. Mr. Greene has been general manager for a good many years, and in that position has shown extraordinary ability; he has besides made hosts of friends, both for himself and for the business interests he represented. We tender him hearty congratulations; the selection is well-deserved, and has been earned by his indefatigable labor.

By decision of Judge Wheeler in the United States Circuit Court the Willmore-Andrews Publishing Company is perpetually enjoined from the use of the form "Oxford Bible." The suit was brought in the name of the chancellor, masters, and scholars of the University of Oxford.

Messrs. Powers & Lyons, Chicago, publishers of text-books largely for business colleges, have established a branch office in New York, at 1133 Broadway. They cordially invite their friends to call.

The book-room which is one of the chief attractions of Martha's Vineyard Summer School, will this summer again be under the charge of Mr. J. N. Brown. Publishers and dealers in school equipment, and appurtenances who wish to avail themselves of the great advantages which the book-room affords, should address Mr. Brown in care of E. L. Kellogg & Co., 61 East Ninth Street, New York.

The Globe School Book Company of New York, manufacturers of school supplies, has been incorporated with a capital of \$100,000. Incorporators: G. H. McKibben, M. McKibben, and J. H. Butler, all of New York.

A ceremony of great interest to the educational world was the marriage of Mrs. Mary Dana Hicks, the present head of the Prang Educational Company and Mr. Louis Prang, founder of the firm of L. Prang & Company. Mrs. Hicks has been connected with the work of art education for several years and is well known as a writer and lecturer.

To meet the increasing demand for color work in the schools, the Joseph Dixon Crucible Company has been spending a great deal of time and money in perfecting its Colored Crayon Pencils. These have now reached practical perfection. They have lately been heartily recommended by Prof. W. A. Mason, director of drawing in the Philadelphia public schools.

FREDERICK, MD.—Wyatt & Nolting, architects of Baltimore, have received instruction from the county commissioners to complete the plans for the new female high school on East Church street, in Frederick city.

The firm of J. C. Ayer Company celebrated the completion of its new plant at Lowell, Mass., on April 23. Mr. Alfred E. Rose, treasurer and general manager, sent out invitations to several hundred guests, most of whom were astonished at the large scale upon which the manufacturing and printing of the concern is carried on.

Few people who see the imprint of the International Book and Publishing Company are aware that it is the imprint of the great wholesale house of the H. B. Claffin Company, New York. Beginning in a small way three years ago, this book business has doubled each year until it now ranks among the foremost in the trade.

The George bill, which endeavored to secure for the state of Mississippi a uniform series of text-books, failed recently to pass the state senate. Its passage was actively resisted by a number of the leading publishing firms. They are practically unanimous in preferring to do business in a state where competition is unrestricted.

Richardson, Smith & Co., of New York, have been incorporated with a capital of \$15,000, to deal in school and office supplies. The incorporators are: V. M. Allen, H. P. Smith, both of New York; A. W. Richardson, of Springfield, Mass.

Mr. Rowley Succeeds Mr. Glen.

By its enlistment of the services of Prin. Lincoln E. Rowley, of the East Orange high school, the American Book Company has made a valuable acquisition. The high school field, however, has suffered a corresponding loss, for Mr. Rowley was not only one of the most popular educators in the Metropolitan district, but remarkably successful as a teacher and organizer.

Mr. Rowley started his teaching career in a small school of two rooms in Delaware county, N. Y. Later he was principal of schools at Sidney, N. Y., for three years; at Athens, Pa., for three years; and at Lowville academy for four years. From the last named he came to East Orange about four years ago, and he has since succeeded in building up and strengthening all the departments of his school. The number of pupils has doubled and the teaching force has been increased considerably. The present graduating class, numbering seventy, is the largest in the history of the school. Nor have Mr. Rowley's



Lincoln E. Rowley.

labors been unappreciated, for since he came to East Orange the board of education has increased his salary fifty per cent. and at the last meeting adopted resolutions cordially endorsing his administration and sincerely regretting his resignation.

During the period of his activity at East Orange, Mr. Rowley has identified himself with many educational organizations. Last year he was president of the New Jersey State High School Association. At the present time he is vice-president of the Schoolmasters' Association, of New York and the vicinity, and secretary of the New York alumni of Syracuse university.

Mr. Rowley's many friends in the profession will congratulate him upon his increased financial opportunities, while regretting his departure from their ranks. The faculty of the East Orange high school, in particular, will feel their loss, for not only was he an especially able principal, but a firm and loyal friend of both teachers and students. It is to his efforts to infuse a spirit of unity, harmony, and loyalty to the school that has been due in great measure its remarkable progress under his administration.

Mr. Rowley will assume his new duties on May 1, and will represent the American Book Company in the field formerly covered by Mr. W. R. Glen. It is understood that he will pay especial attention to the high schools in the vicinity of New York city.

Col. Harvey's Enterprise.

The firm of Harpers Bros. is about to increase the number of its periodicals. Col. George B. M. Harvey, head of the house, sailed April 25 from Paris for New York after having completed arrangements for the publication, beginning in the autumn, of a monthly British review in London and a quarterly in French in Paris. A new ten cent magazine is also among the probabilities.

"The only problem remaining to be solved in this connection," said Colonel Harvey, "is one of mechanical facilities. Our printing capacity was taxed to nearly its limit when I left New York, and will be subjected to a yet greater strain next month when the *Bazar* will take on its new weekly magazine form. The price of *Harper's Magazine* is to be raised to \$4 with the June number, which begins the second half century of its history.

Cuban Contracts.

Awards were made recently in Cuba involving the expenditure of \$500,000. Desks made up the largest item, amounting to \$350,000. The following firms secured contracts for desks: Sussdorff, Zaldo & Company, 30,000; John T. Cavanaugh,

25,000; Champion Pasqual, 15,000; Standard School Furnishing Company, 15,000; A. H. Andrews & Company, 15,000. The total was thus 100,000 desks. The other contracts were for maps, bookcases, clocks, and erasers, and were divided among many firms. It is a significant fact that all the successful American houses were represented by Cuban agents.

Relief from a School Map Contract.

The Philadelphia board of education recently relieved the McConnell School Supply Company from its contracts for furnishing wall maps for use in Philadelphia schools. This voluntary action was taken because the manufacturers had absolutely refused to supply maps to the contractor. The facts of the case are as follows:

Proposals for maps were opened by the board last January and the contract for two styles was awarded to the McConnell Company for \$1.80 and \$2.50 respectively. The proposals submitted by the manufacturers at the same time were five and ten cents higher. On other styles of maps the manufacturers were the sole bidders and secured contracts. The refusal of the manufacturers to sell to the McConnell Company was regarded by the board as a plain case of "freezing out."

Mr. Heath Wants Maine to have an "At Home."

At a recent mass meeting held in Portland Me., it was decided that an "Old Home" week should be celebrated beginning August 1. The plan is to gather as many children of Maine, who are now living in other states, together as possible for the purpose of revisiting the old haunts. The leading spirit of the movement is Daniel Collamore Heath, head of the great publishing house of D. C. Heath & Co., Boston. Mr. Heath is president of the Pine Tree State Club of Boston, an organization composed of sons of Maine residing in Massachusetts. He was born in Franklin, Me., and is a graduate of Amherst. As the staunch son of Maine that he is, he has abundant faith in the success of the "Old Home" week and predicts that it will attract many distinguished persons, besides resulting in material benefit to Maine. Let all who are in sympathy with the plan write to Mr. Heath and tell him "I am with you. Go ahead. Keep me informed and I'll be on hand if it is in my power to do it."

A Pupils' Reading Circle.

Supt. Samuel Hexson, of Hamilton county, Tenn., has just put into operation a reading circle for the benefit of the children of the county. The plan of work is as follows: The books will be secured for a school library to be located in the school building. A course of reading has been carefully selected for each grade in the school course, thus making it both continuous and progressive. The teacher may secure by school entertainments, by contributions, and by appropriations by school boards, funds with which to purchase the adopted books. A part, at least, of the books may be purchased by the school authorities for reference and supplementary reading to which many of the books are admirably adapted.

When a pupil has satisfied his teacher that he has read five or more books adapted for his grade, during the school year, he shall receive a certificate signed by his teacher and by the county superintendent. All certificates shall be presented at the close of the school term.

This plan is right in line with the editorial in THE SCHOOL JOURNAL of Feb. 10 upon the Causes of Crime. The only weapon with which to fight evil literature is good literature.

Literary Notes

Professor Fiske the well-known historian, is now engaged on a history of "The Mississippi Valley in the Civil War" which will soon be brought out by Houghton, Mifflin & Company. With the exception of a treatment of the Civil war, such as was necessary for his school history of the United States, this is his first essay in the important field of historical research.

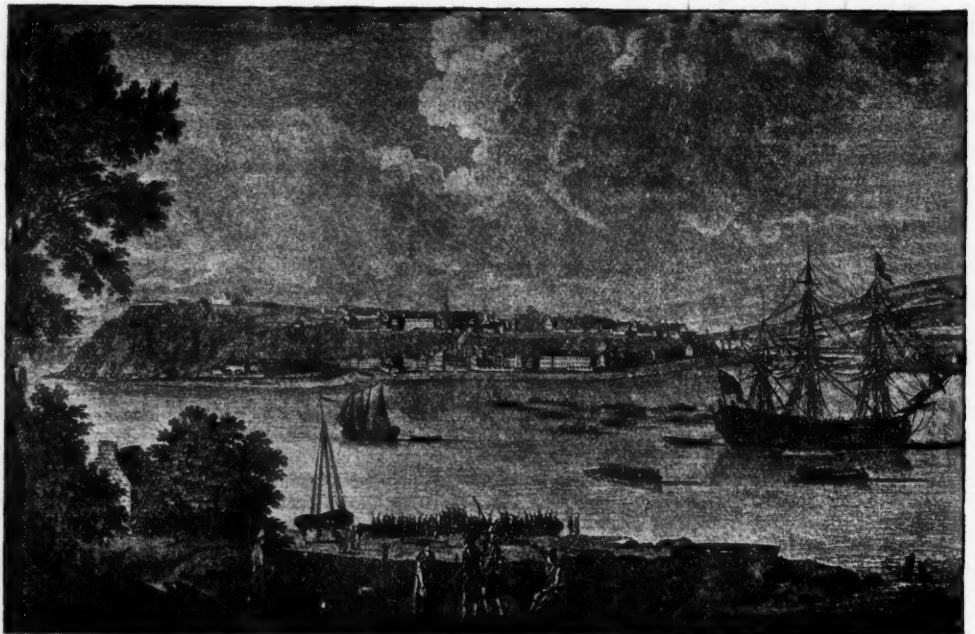
The total solar eclipse that is to occur on May 28 is the subject of an article by Professor Simon Newcomb in the May number of McClure's Magazine. He tells when and to what degree it will be visible and what astronomers hope to learn from it. He also gives an account of the important things that have been learned from previous eclipses.



COVER DESIGN FOR "KATOOTICUT: A STORY OF THE ROOSTER." Just published by R. H. Russell, New York.

Prof. Bliss Perry, who has resigned his professorship at Princeton to accept the editorship of the *Atlantic Monthly*, is not only a charming writer, but a most fascinating lecturer. He has been one of the most successful lecturers on the staff of the University Extension Society of Philadelphia. He is also entering the field of summer lecturing. He gives his first course at Chautauqua in 1900.

That talented and original artist and story teller, Mr. Ernest Seton-Thompson, popularly known as "Wolf" Thompson, author of "Wild Animals I have Known" and "The Biography of a Grizzly," is proving a success as a popular lecturer. In one of his recent talks he said that his leaving Manitoba for New York was due to an order for over a thousand drawings of birds and animals to illustrate "The Century Dictionary." On finishing this task, ten years ago, he went immediately to Paris, where his first picture—a sleeping wolf—had a conspicuous place "on the line" at the Salon. The writing of his "Grizzly" book (which appeared first in *The Century*) is said to have been prompted by Rudyard Kipling, who had listened with breathless interest to its relation at the dinner table of a mutual friend.



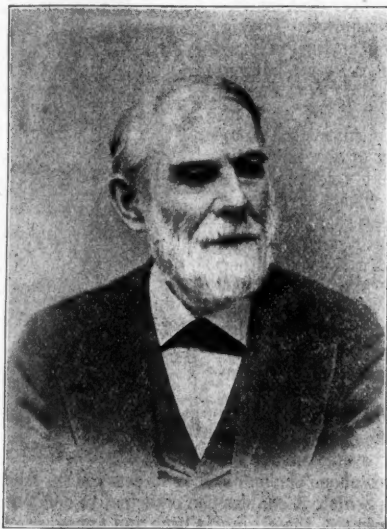
VIEW OF QUEBEC FROM POINT LEVY.
(From Parkman's "Montcalm and Wolfe." Copyright, 1899, Little, Brown & Co.)

Our Text-Book Makers.

Shelton Palmer Sanford.

Just at this time when Southern education and Southern educators are likely to receive a good deal of attention on account of the coming convention at Charleston, it is interesting to note that one of the leaders in the newer methods of presenting arithmetic was a Southern man. So far back as 1870 the J. B. Lippincott Company brought out Sanford's "Higher Analytical Arithmetic"—a book which was at that time a distinct advance upon anything of its kind previously published in the United States. It has continued thru a whole generation to have a large sale and to meet with wide approval. So excellent are its features that only recently the University Publishing Company, of New York and New Orleans, having acquired the rights to the book from the Lippincott firm, determined to bring out a handsome revised edition. It is a rare work in the text-book world that is still practically as good as new after thirty years of service.

The author, Dr. Shelton Palmer Sanford, was the son of Vincent Sanford; his parents were natives of Virginia who moved to Georgia and settled in Greensboro in the year 1810, where he was born January 25, 1816; his grandfather, Jeremiah Sanford, was a neighbor and intimate friend of George Washington, and was a soldier under him at the surrender of Lord



Cornwallis at Yorktown in October, 1781. Dr. Sanford received his early education in Greensboro, Ga. He was always very fond of books, appreciating highly the privilege of obtaining an education, and he availed himself most diligently of his opportunities. He entered the freshman class of the State university in January, 1835, under the presidency of Dr. Alonzo Church, and during his entire course pursued his studies with great diligence, his favorite branches of study being the languages and mathematics. It was under that experienced and most skillful instructor, Prof. Charles F. McKay, of the State university, that he acquired his fondness for mathematics, which placed him in the forefront of the instructors of his day.

He was graduated in 1838, sharing the first honor with B. M. Palmer, the distinguished Presbyterian divine of New Orleans, William Hope Hull, and Isaiah Irwin. Three months before he was graduated, Dr. Sanford was elected tutor of mathematics in Mercer university and he entered on his duties the week following his graduation at the age of twenty-two. It is not often that a man receives such a tribute to excellence so early in life. In 1840 he was elected professor of mathematics, a position which he held until 1892, when he resigned on account of declining health.

He was married in 1840 to Miss Maria F. Dickerman, of Boston, a thoro pupil in music under the celebrated Dr. Lowell Mason.

Dr. Sanford was the author of a series of arithmetics which has a national reputation for excellence, and which has an extended circulation not only thruout the South, but in many portions of the North. His "Higher Analytical Arithmetic" was published in 1870 and was subsequently followed by a series of four books. The testimony of hundreds of educators in the schools, academies, and colleges thruout the country is

that the series has no superior in the language. During the year 1879 Dr. Sanford published an "Elementary Algebra" for schools and academies, which has received a wide circulation.

During his long continued service in Mercer university Prof. Sanford won an enviable reputation as an educator and was greatly beloved by both students and faculty. In recognition of his learning and ability the institution bestowed on him the degree of doctor of laws.

Dr. Sanford died on August 9, 1896, at the advanced age of eighty years. His death was the result of no disease other than the insidious canker of age that crept upon him in the long march of years and at last conquered.

Literary Notes.

(Continued from page 482.)

Ginn & Company will publish early in May a series of language books under the title "The Mother Tongue." The aim of the series is to represent modern methods of teaching. The complaint is generally heard that the system of all the language books now in use is behind the times and the ideas of the teachers, and that for this reason language study is the least satisfactory of all the subjects taught in the grades. In the "Mother Tongue" series it is sought to break away from formation and present the subject from the point of view of the child rather than from that of philologist or pedagogue. These books represent the co-operation of Prof. George Lyman Kittredge, of Harvard university, and Miss Sarah Louise Arnold, supervisor of schools, Boston. Prof. Kittredge has not only had large practical experience of teaching in secondary schools, but he is a Latin scholar of note, a grammarian of recognized ability and at present head of the department of English in Harvard university. Miss Arnold has a national reputation as a supervisor of primary schools and as a writer on educational subjects.

The critic of the Philadelphia Press objects to the diction of *To Have and to Hold*, on the ground that it is unlikely that "the King James version of the Bible had already affected the common speech, ten years after its publication, to such a degree as the free use of texts and phrases would indicate." As a matter of fact it is quite likely that the characters in the novel should have been familiar with the diction of the King James Bible, tho they might never have seen it themselves. For the King James Bible is based on the Great Bible of 1538, a revision of Mathew's Bible of 1537, which reproduces Tyndale's version of 1525. Tyndale's style was scrupulously respected by successive revisers who largely reproduced it in their versions. The King James Bible is a revision of versions, all made in Tyndale's style and largely using his language, and the Tyndale Bible precedes the period of "To Have and to Hold" by 100 years.

D. C. Heath & Co., of Boston, are preparing a students' and general readers' Spanish Dictionary. The compilers are Professor Marcon and Dr. Lord, of Harvard university. The dictionary is very complete, and it is expected that it will be eagerly welcomed by students, who have been greatly hampered by the lack of a suitable work of this kind.

George W. Jacobs & Company report a considerable sale among graduates of "Old Penn." of their "History of the University of Pennsylvania." This work is sure to be of great value to all students of the history of higher education in the United States.

One feature of the present text-book situation is the remarkable demand for books of local historical interest. For instance, the Penn Publishing Company reports that the first edition of their "Pennsylvania Stories" was sold within a week after its publication, that the second was sold out within ten days, and that the third is being rapidly taken up.

It rarely happens that fifty so beautiful pictures adorn a book as those that Messrs. Sibley & Ducker have sent out as a forerunner of Prof. F. V. N. Painter's *New History of English Literature*. They are all full-page illustrations, very handsomely printed. It will be a dull pupil who is not inspired and stimulated by these bewitching glimpses of English landscape and their noble likenesses of English men of letters.

Prof. R. D. De La Cortina reports regarding his Spanish Pocket Dictionary that on April 15, two weeks prior to its coming out, two thousand orders had come in from the Philippines, Mexico, and South America.

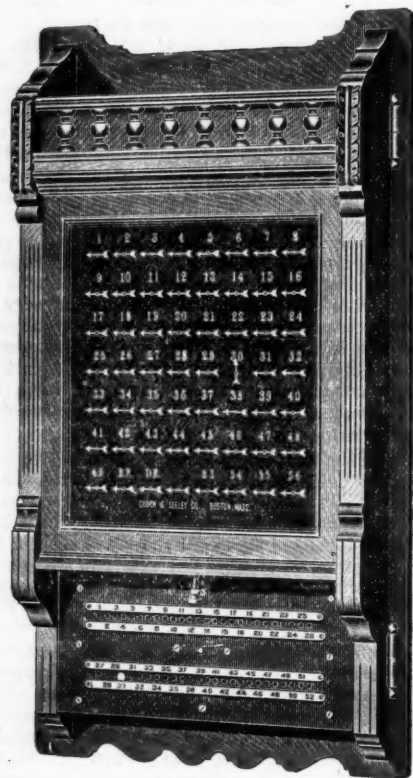
Julian Ralph who was sent as Special War Correspondent of the *Daily Mail* to South Africa has published an account of the war between Briton and Boer together with general and realistic descriptions of the country and summary of subsequent events to the hoisting of the British flag at Bloemfontein. The title of the book is "Toward Pretoria." It is published by Frederick A. Stoke & Company, New York.

School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

Telephone Equipment for Schools.

Telephonic connection between school buildings and the central education department was discussed in the last School



Enunciator plug-board.

Board number of *THE SCHOOL JOURNAL*. It was then suggested that this is a period of remarkable telephone expansion. It is a fact that altho only five years have elapsed since the expiration of the fundamental patents covering telephonic equipment, there are to-day more than 2,000,000 telephones in use in the



Desk Set Style No. 97.

United States, made by interests independent from the original company. These are represented among independent exchanges,

industrial establishments, charitable institutions, schools, colleges, hotels, and private lines. All such establishments require apparatus made to meet special demands.

For school work there are two systems which seem especially desirable and which are installed in many of the largest schools of the country. They may be explained as follows:

System No. 1 consists of an annunciator and plugboard combination, as shown in cut herewith, this being located in the principal's office, together with a desk set of style No. 97 for the principal's use. In each of the departments is placed either a similar desk set, or a wall set usually of style No. 21, shown herein.

The operation of this system is such that in case the principal desires to communicate with any department, connection is established by plugging into the number in the plugboard corresponding to the number of the telephone desired. To call from any department it is necessary only to push the button provided on each telephone. This throws a drop on the annunciator corresponding to the number of the station calling, and by plugging into that number connection, is established. This system is very simple in its operation and reliable in every particular, and is desirable where the only communication required is between the office and each department, or vice versa.

System No. 2 consists of wall sets of style No. 22, shown in cut, together with desk sets with separate switch wherever desk instruments are required. In this system each station is provided with a switch having as many points as there are stations so that by turning the lever of this switch on to the number of any telephone desired that telephone can be called without reference to any of the other telephones in the system, that is, each station can call every other station in the system, and from each station communication can be carried on with every other station and without the necessity of any central operator.

It is impossible more than to call attention to one or two such systems, but the value of telephone communication in every large school, the facility with which it enables the principal to communicate with each department, the saving in time and annoyance in securing information promptly, must commend it to principals and the time is not distant when such an equipment will be specified in every modern school building. It is as important an equipment as any part of school apparatus, provided such apparatus is installed as will continue to work satisfactorily.

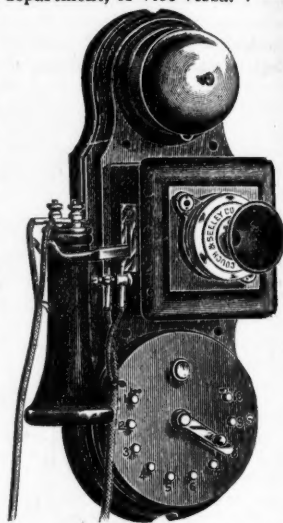
Among the many large schools equipped with apparatus manufactured by the Couch & Seeley Company, of Boston, Mass., may be mentioned the Fisher Ames school, Dedham, Mass.; English high school, Somerville, Mass.; Malden high school, Malden, Mass.; Westside high school, Providence, R. I.; Springfield high school, Springfield, Mass.; Melrose high school, Melrose, Mass.; Colorado state college, Colorado Springs, Colo.; Cambridge Latin school, Cambridge, Mass.; Cornell university, Ithaca, N. Y.; Beverly high school, Beverly, Mass.; Institute of Technology, Boston, Mass.; Camden high school, Camden, N. J.

The various departments of E. L. Kellogg & Company are connected by the auto-telephone system, and the system has proved itself invaluable as a time-saver.

School Library Equipment.

Of the making of schemes and appliances for the school library there is no end. We should like here merely to suggest one or two things which anybody who is planning a school library ought to know about.

For one thing he ought to be familiar with the Library Catalog and General Book List of the Northwestern Library Association, of Chicago. This is published at 5 Washington street, and is one of the best catalogs in the country. It is in the interest of and for the exclusive and confidential use of members only of the association, so that a school which wishes to avail itself of the association privileges must first join. These privileges are of great value to the members and are to be obtained thru the payment of a merely nominal fee. The specially prepared lists of books for village, school, and Sunday-



Wall Set, Style No. 22

school libraries are admirably gotten up, and members of the association get them at from thirty to fifty per cent. less than bookstore prices. The authors and books are very carefully graded by markings by the best authorities.

This catalog has recently gained the especial approval of Mrs. Zella A. Dixon, librarian of the University of Chicago, who in a recent address to the eighth grade teachers of Chicago, called their attention to the fact that this catalog is the most valuable means extant for the selection of books for the school. Similarly, Mr. Crother, inspector of high schools of Nebraska, recently made arrangements that every one of the seventy-seven accredited high schools of Nebraska should be supplied with a copy of this catalog, for it would be the means of their getting much better selections of books than they would otherwise make.

Outside Fire Escapes.

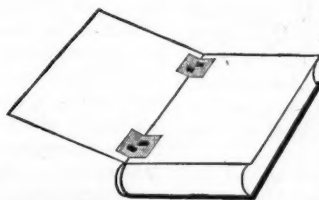
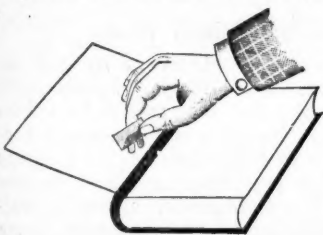
In spite of the outcry in favor of closed stone fire-escapes, the new Philadelphia schools will probably all be provided with the open iron frames. At any rate the plans for two such have passed the board of education without discussion. Each of the buildings will be provided with a single iron fire-escape, having steps four feet in width. One member suggested that the width of the steps should be increased, as they would hardly permit two lines of children to pass down at one time. Architect Cook argued, however, that the width of the steps in the enclosed brick and stone fire-escapes in school houses erected in recent years is but four feet, and that there is no necessity for increasing the size.

A New Plan for Book-Binding.

Many books in a school library will need to be bound or to be rebound. One of the best means for accomplishing this at little expense is the Wales' Improved Book-Binding, which has lately been patented and put upon the market by Mr. J. Rufus Wales, of Marlboro, Mass.



The Working of the Wales Binding. By this system a paper-covered book or an old book may be bound up at the school in any suitable material cut one inch thicker than the book is wide.



This form of book-binding has been introduced on account of its simplicity and economy into many of the leading libraries of the country; it is equally well adapted to the small school or private library. It was specially commended in *The Library Journal* for January, 1899, by Mr. A. L. Peck, president of the New York State Library Association.

These suggestions would not be complete without a mention of the Klip binders, made by Mr. H. H. Ballard, at Pittsfield, Mass. The Klip binders, pamphlet covers and files are standard apparatus everywhere. No library can be rightly equipped without them.



Putting on the Clip.

A Working "Child Study Record."

A revised edition has just been issued of the *Child Study Record* prepared and sold by Theodore B. Noss, of the South-western State Normal School, California, Pa. It is a book which was prepared originally for use in the author's classes in pedagogy. It has proved helpful to others interested in child study work. The plan is this: Each student selects for special study, during several weeks or months, some child, not previously studied by anyone else. Students are admonished to observe closely, study patiently, and record truthfully.

A sample page of this excellent record book is appended:

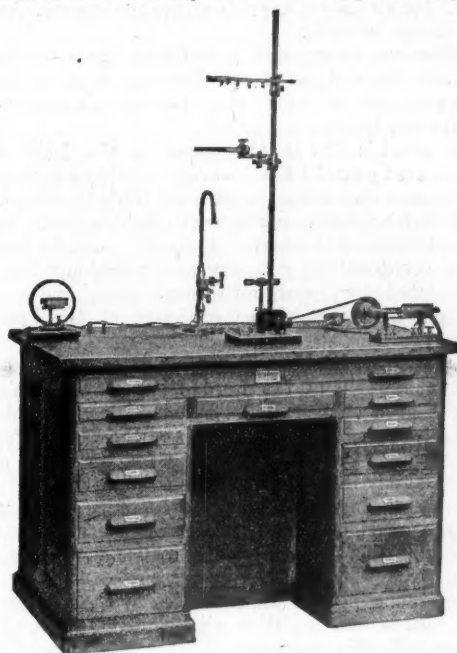
Child Studied.

1. Name.....
2. Age.....
3. Name of father..... Nationality.....
4. Name of mother..... Nationality.....

5. Occupation of father.....
6. Residence.....
7. Are parents living?.....
8. Any facts concerning parents likely to affect the development of the child.....

A Complete Laboratory.

The problem of fitting up a laboratory for work in physics often meets the secondary school. The expense many times



seems inordinate. The Crowell Physical Apparatus is designed to meet this need. It is admirable for high schools and academies, comprising as it does all that is required for an elementary course in physics. The lecture table, here shown, is equipped with water, electricity, gas, compressed air, and apparatus for 500 experiments. Everything is properly numbered and a manual of minute instructions, with copious references to standard text-books is furnished to each teacher using the apparatus. Manufactured and sold by the Crowell Apparatus Company, Hamilton, N. Y.

America has 6,564 displays at the Paris Exhibition, three times as many as any other country except France. The American publishers' building on the Esplanade is one of the most interesting buildings in the exposition grounds, and is a genuine eye-opener to the Europeans. The site on which it is built was filled with trees, but the ingenious Yankee architect has designed a unique building without disturbing a tree. Looking at it from above, one sees a sectional skylight instead of a roof, and there are twenty-four good-sized trees growing up thru the glass. In the big room below are twenty-four big columns supporting the massive skylight, but there is no sign of a tree. The mystery is solved in the explanation that a tree is inclosed in each of the pillars. A moving platform passes one end of the building at a height that will enable its passengers to look down upon the Yankee notion, which promises to be one of the sensations of the exhibition.

Robert Tournay published by Houghton, Mifflin & Company is a stirring tale of the times of the French Revolution. The story is that of a middle-class man who loves, and at last succeeds in winning a young woman of the aristocracy. The escapes from prison, rescues from mobs, devices to save lives, and numerous encounters between the hero and his friend and their enemies give a breathlessly dramatic interest to the narrative. The author is Mr. William Sage, the younger son of Mrs. Abbey Richardson.

J. M. Olcott & Company are issuing an interesting announcement regarding diplomas, programs, invitations and souvenirs for commencement day. The topic is certainly timely.

Richards & Company, large dealers in school apparatus, have removed to 12 East 18th street, New York city.

The Busy World.

Close of the Ecumenical Conference.

The Ecumenical Conference closed its sessions at Carnegie hall, New York city, on May 1. At the morning session the Rev. Dr. A. J. F. Behrends, of Brooklyn, made a strong plea for union which aroused great enthusiasm. He struck the keynote of the conference. Among other things he said:

"Wherever the cross of Jesus Christ has been planted, there it is the business of the Christian host to rally to its support and for its defence. Retreat and compromise have forever become impossible.

"My creed is the simple gospel of the Lord Jesus Christ; that gospel I find in every creed that was ever written, and that gospel is the only thing in every creed that is worth preserving and worth fighting for. Let us make a bonfire of theological systems. Add to the pile all the ecclesiastical millinery and machinery that has accumulated for nearly a thousand years, and cap the whole pile with the higher criticism of the last 150 years.

"I claim my freeborn citizenship in every province of the great republic of the Lord Jesus Christ. We are going to have co-operation. When it comes look out for the tramp of the armed host and the flaming feet of the invincible Captain. Look out for the dawn of the centennial day in a regenerated earth."

At the closing session in the evening Ex-President Harrison presided. The foreign delegates expressed their admiration for Americans and American institutions.

Conference figures and estimates by the management show boards and societies represented, 115; countries represented, 48; delegates, 1,500; missionaries, 600; number of meetings, 75.

Admiral Dewey in Chicago.

An enthusiastic welcome was accorded to Admiral Dewey on April 30 on his arrival at Chicago. Thousands of people filled the streets along the course of his ride from the Baltimore and Ohio station to the Auditorium hotel. After a brief rest the admiral was escorted to an informal breakfast, given by the members of the woman's reception committee.

During the day a delegation of Canadians called on Admiral Dewey and presented to him a formal invitation to be present at the reception to be given in his honor at Hill Terrace, Port Stanley, Ontario, in July. It bore the signatures of Sir Wilfred Laurier and Sir Charles Tupper.

In reply Admiral Dewey said: "Of all the evidences of good will shown me since my arrival none has touched me more deeply than this. We are of the same blood. There is but slight difference between us. I want to say that the one man who stood at my back during those trying days at Manila was an Englishman. But for his support and the moral courage he inspired me with I don't know what would have happened. I refer to Sir Charles Seymour."

The Danish West Indies.

When Elihu Root, the secretary of war, at the Grant dinner in New York hinted at the possibility of the United States being forced to go to war to maintain the Monroe doctrine his words were received with amazement.

It now transpires that he referred particularly to the attempt of Germany to get possession of the Danish West Indies. H. H. Rogers, director of the Standard Oil Company, has been trying for some time to arrange for their purchase by the United States. A captain of the Danish navy has just reported to his government that the failure of the negotiations with the United States was due to his interference. Further it is stated that unless Congress acts in the matter before June 1 the islands will be sold or leased to Germany.

If Congress does not act, the scheme will be carried out for the exchange of the islands with Germany for the

whole or a part of North Schleswig, which, with Holstein, was taken from Denmark by Germany in 1867, and which country it has always been the fondest hopes of all Danes to recover.

The Proposed Pacific Cable.

The Hale bill providing for a government cable from San Francisco to Honolulu, that lately passed the senate carries with it an appropriation of \$3,000,000 to be expended under the direction of the navy department. When completed the cable is to be operated by the post-office department. Revenue in excess of operating expenses is to be paid into the treasury.

There is another bill providing for the laying of the cable by a private company, which is to be subsidized by the government. A strong sentiment exists in the house, however, for government control. Secretary Long favors the government scheme.

It is not clear which of the plans will be adopted. One of them should be soon, as there is great need of a line to Hawaii. There is already a roundabout line to the Philippines.

To Aid India's Sufferers.

At one of the meetings of the Ecumenical Conference in Carnegie Hall, New York city, an appeal was made by missionaries and others for India's starving millions. One of the speakers said there are always from 50,000,000 to 60,000,000 people in India on the ragged edge of starvation all the time, so it is not hard to see what happens when rains fail. A collection was taken up for the benefit of the sufferers, and a relief committee was appointed, among whose members are Alex. E. Orr, Seth Low, Russell Sage, William L. Strong, Charles A. Schieren, William E. Dodge, William C. Whitney, John D. Rockefeller, John G. Carlisle, Bird S. Coler, Joseph C. Hendrix, Cornelius N. Bliss, Samuel Sloan, David A. Boody, and Levi P. Morton.

Hungary's Great Painter Dead.

Mihali Munkacsy, the renowned Hungarian painter, known on this side of the ocean principally for his painting "Christ Before Pilate," died in an asylum for the insane at Bonn, on May 1. He was born in 1844 of a Jewish family of the class from which came the land agents of the Hungarian landed proprietors, and first became famous by a picture, "The Condemned," at the Duesseldorf exhibition in 1870. Since the paralytic shock which, in the latter part of 1896, compelled him to abandon all hope of ever working at his easel again, Munkacsy has been virtually dead to the world. Among his other most famous pictures are "Ecce Homo," "The Last Hours of Mozart," and "Milton Dictating Paradise Lost to his Daughters."

Discouraging Outlook for the Boers.

A correspondent who claims to have information through Boer sources, says that the Boer cause is in a bad way. Up to March 13 they had lost 6,500 prisoners, 8,000 killed and wounded, and 14,000 had slunk away to their homes. They are extremely short of wagons, and were short of wheat until their raid in the Wepener district. Smokeless powder for their big guns is almost exhausted, but other stores and rifle ammunition is plentiful.

There are no positions south of Pretoria which cannot be turned by the British. Even the Vaal river does not offer any protection to the Transvaal, it being fordable at every dozen miles. The position at Biggarsberg can also be easily turned.

THE SCHOOL JOURNAL

(Established 1870), published weekly at \$2.00 per year, is a journal of education for superintendents, principals, school boards, teachers, and others who desire to have a complete account of all the great movements in education. We also publish THE TEACHERS' INSTITUTE, monthly, \$1 a year; THE PRIMARY SCHOOL, monthly, \$1 a year; EDUCATIONAL FOUNDATIONS, monthly, \$1 a year; OUR TIMES (Current Events), semi-monthly, 50 cents a year; ANIMALS, monthly, \$1.50 a year; and THE PRACTICAL TEACHER, monthly, 80 cents a year. Also Books and Aids for teachers. Descriptive circular and catalog free. E. L. KELLOGG & CO., 61 E. Ninth Street, New York.

Letters.

City and Country Boy.

In your issue of April 21 I find a letter on "What is Needed for the City Boy," which interests and amazes me.

Do many people really believe that the city boy is lazier or less industrious than the country boy? Why has it been necessary to enact legislation to prevent child labor in our factories and stores? An early morning walk in Boston, New York, or Chicago will certainly show any "doubting Thomas" that the city boy, and the girl too, works, and works admirably. And the city boy works more regularly and more continuously than the country boy. He does not work a few months in the summer and then "putter" around doing a few chores during the six months of winter.

In the United States every one labors. This is the only country in the world where the dignity of labor is appreciated. When we meet a man our first thought and first question is, "What does he do?" There are as many idlers and drones in the country as in the city—and the judgment of the city boy is just as good as that of the country boy, and the city boy, if there is any choice, bears responsibility better. There is not one bit of evidence to the contrary. If there were, some one would show it in a more definite way than has yet been done.

The idea that even a large proportion of city people are allowing their children to grow up in idleness is about as misleading as to believe that every Jew is rich, every Yankee an inventor or money-maker. If then manual training is to accomplish so much that the thousands of boys in our city machine shops and factories shall outstrip the country boy who is doomed to be a "Jack of all trades," why is it that Saxony, Switzerland, and Sweden, with their sloyd and peasant manufacture, have not produced a long line of successful men? China and Japan, too, have ideal conditions for the development of great men thru manual training—where are they?

Boston, Mass.

FRANK A. FITZPATRICK.

Schools and Telephones.

Your discussion of school telephones touches a question of supreme importance. The problem, however, is not simply one of convenience for superintendents and teachers, but a much broader one concerning the education of the pupils, and the relation of the school to the family. With the present drift toward industrial education, why should not our boys and girls be taught the principles and use of the greatest inventions of the age? Can we conceive any harm in having our schools brought into connection with the net work of social intercommunication that is being constructed? I do not refer to the schools in our large cities, so much as to those of smaller towns and rural districts. A great revolution is going on. At the present rate of construction the family home without a phone will, by 1910, be an exception. It follows of necessity that a new social grouping will be inaugurated.

How great this revolution will be it is impossible at present to fully estimate. The town is already of relatively less importance. Even the village and the hamlet lose their significance. Farms are associated in new neighborhoods by telephone. These are connected with each other, and so, by central offices, reach the universal public. We shall soon learn to speak of a man as living in a certain circuit; and in a special system, rather than in such a town or such a village. He will do most of his trading by telephone; and by and by his vote will be received over the telephone and recorded. Already he consults his doctor by phone; and in Ohio a church is fully adjusted by wires to convey the sermon to all parishioners who prefer to stay at home.

What will be the possible effect on the schools? It does not seem to be most important that the superin-

tendent shall be in communication with branch schools; but that the schools shall be in connection with the homes that own the children. I will only suggest here that such a system may eventuate in a good deal of study being carried on at home, rather than in school buildings—especially by cripples and others incapacitated for school life. All this might necessitate a special officer or departmental teacher. The superintendent in large schools would certainly not be able to attend in person.

Would the interruption of parents be too serious? I do not believe that this would grow into an evil—certainly not one that could not be controlled. The atmosphere of school life in turn will reach the whole community. The unity of school life is suggested by one of your superintendents when he says, "It used to be necessary to have a teachers' meeting every day or two, for the discussion of current work. Now, however, the teachers keep in such close touch with each other, by means of the telephone, that meetings are necessary only every two or three weeks. I think it probable we may dispense with meetings altogether." In other words we find several school buildings and groups of teachers able to economize time and expense, and yet accomplish far more in the way of co-operation, by means of the telephone. Beyond this, is there not desirable a unity that takes in both the homes and the schools?

Was not this what W. T. Harris meant when he said, "We must never forget that the school is only a supplement of the home." Was it not the idea of Froebel that the school is a home development—a branch of home work? Certainly the telephone should be under the control of the central school office; yet while thus controlled, it seems possible, and very probable, that it is the new power whereby the unity of home and school shall be restored.

E. P. POWELL.

Clinton, N. Y.

The attention of manufacturers of school equipment and of text-book publishers has been called to the school exhibit to be made at the "Big Fair" of the Muskegon Union Agricultural Association, participated in by the schools of several counties of Michigan. The fair will be held in September, 1900.

There will be five divisions of exhibits, viz.:

1st.—City schools operating under special acts of legislation.

2nd.—Village schools operating under the general state law.

3rd.—Rural schools operating under the general state law.

4th.—Kindergarten schools.

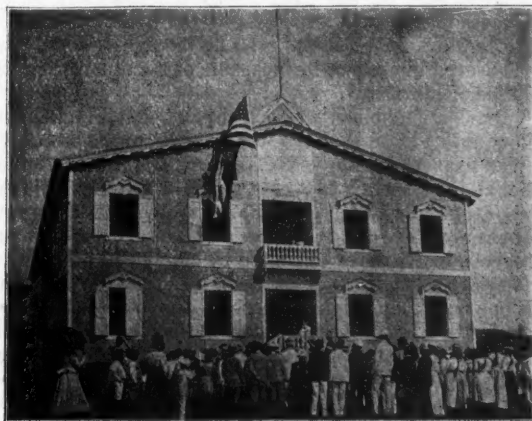
5th.—Manual training schools.

The exhibit will be accompanied with photographs, drawings, or models of school-houses and grounds and interior of school-rooms, group pictures of teachers and scholars, members of school boards, etc. There will be a two days' teachers' institute, attended by more than 600 teachers and by thousands of patrons and officers addressed by the best educational workers in the state. All will be within a pavilion erected for this special work.

CHARLES S. MARR,
Secretary.

Muskegon, Mich.

"Murder will out." Impurities in the blood will also be sure to show themselves unless expelled by Hood's Sarsaparilla.



Raising the flag over the first public school of Porto Rico.

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING MAY 5, 1900.

Fourteen Millions a Year for Salaries.

Governor Roosevelt has finally signed the Davis bill which raises the expenditure for teachers' salaries in New York city from twelve million dollars to about fourteen millions per annum. In spite of a number of deficiencies which can and ought to be amended, the measure is a just and equitable one, and is probably the best that could be devised under prevailing conditions in municipal management. If the board of estimate and apportionment could have been trusted to listen to reason and provide in a fair spirit for the expenditures of the school department, this drastic law would not have been necessary. But year after year a fight had to be made to secure simple justice, and the most unreasonable cuts would follow in spite of it. The treatment of former President Hubbell, of the board of education, by Mayor Van Wyck, when pleading with the board of estimate, is well remembered, and President Little did not fare much better, tho he was handled with a little more respect. Is it any wonder that the teachers in sheer exasperation were driven to the necessity of seeking relief from the state?

Comptroller Coler's severe attack upon the new law is a surprise to his friends. He calls it "a raid on the city treasury," and "financial debauchery," and attacks the legislature and governor for "political truculency and cowardice." In his opinion the provisions of the bill are so inconsistent in their details that "inevitable confusion must result, and the best legal opinions (in which the prospective beneficiaries among the school teachers thoroly believe) are that not a few teachers will now be found receiving salaries larger than cabinet officers, college presidents, or the governor of the state of New York." He also asserts that "the board of education has unrestricted control of supplies and other contracts involving millions of dollars and the opportunity for administrative scandals is now without limit." Mr. Coler evidently lacks faith in teachers and school boards. Not a word is used that might constitute a real argument against the bill itself. And with the exception of the strictures upon the minor defects which, we sincerely hope and believe, will be speedily remedied, the whole statement betrays lack of his usual good sense and circumspect justice.

Acting Mayor Guggenheimer makes a sensible objection to that portion of the bill which takes from the comptroller all responsibility in matters concerning the funds applied to the payment of the expenses of the education department and places them in the hands of the auditor of the board, "who is," he rightly adds, "and has proved himself to be incapable of administering the duties of his office."

Mr. Guggenheimer's principal point is well taken, and it is unfortunate that the responsible guardian of the city's finances is deprived of the control of the educational department's expenses. But in spite of this the bill is, on the whole, a good one and worthy of the approval of the governor and the citizens of New York. The outrageous indifference exhibited by city authorities in the delay of the payment of teachers' salaries will stop. That is one point, outweighing most of the objections raised against the law. Another gain is that teachers will hereafter obtain fair living salaries, and proper encouragement is given to the ambitious workers.

A review of the leading features of the bill will be given in THE SCHOOL JOURNAL next week.

The Washington Schools.

For the past two years it has been apparent that there exists an antagonism to the excellent public school system of Washington. The appointment of a special committee by the senate committee on the District of Columbia to make an examination of the schools was merely a culmination of the attacks. The members of the sub-committee are Senators Stewart, of Nevada, Gallinger, of New Hampshire, and Clark, of Montana.

Questions were prepared under the direction of the chief examiner of the civil service commission and were submitted to the director of high schools who accepted them. In all, 1188 pupils were examined, belonging to the first grade of the six high schools, two of which are attended by colored pupils. This examination was on studies that had been pursued in the grammar schools and which had been laid aside about nine months before—a point which should be remembered. The applicants who go before the civil service examiners know beforehand the time and subjects and prepare themselves—these high school pupils were taken unawares.

The report of this committee has been made (prepared by Charles Moore, clerk of the general committee). The questions given in arithmetic show the standard set by the committee. They were:

Find the total cost of the following: $3\frac{3}{4}$ pounds butter at 28 cents a pound, 9 lbs. 9 oz. cheese at 16 cents a pound, 8 lbs. 10 oz. cheese at 24 cents a pound.

2. A man sold $\frac{3}{4}$ of his farm for \$3,900, what was $\frac{1}{4}$ of the farm worth at the same rate?

3. A builder bought 6,500 brick at \$7.50 per thousand, 12,200 feet of lumber at \$16.50 per thousand feet, and 975 pounds nails at \$3.80 per hundred pounds. What was the amount of his entire bill?

4. What will it cost to carpet a room 54 feet long and 31 feet 6 inches wide with Brussels carpet $\frac{3}{4}$ of a yard wide, at \$1.24 per square yard, making no allowance for matching?

5. How many tiles 16 inches square will be required to cover a court 53 feet 4 inches long and 48 feet wide?

6. A coal dealer bought 840 long tons of coal at \$6.72 per long ton of 2,240 pounds, and sold it by the short ton at \$8 per short ton of 2,000. How much money did he gain?

7. A man bought a house for \$2,500 and sold it for \$1,875. What per cent. of the cost did he lose?

8. What is the interest on \$320 at 6 per annum from January 2, 1899, to November 20, 1899?

9. The assessed value of property in a certain city is $\frac{3}{4}$ of the market value. If the amount of taxes collected in one year, on a basis of $2\frac{1}{2}$ cents on the \$1 of the assessed value was \$1,325.640, what was the market value of the property?

10. A merchant sold goods for \$240, thereby losing 20 per cent. of the cost. For what amount should he have sold them to gain 15 per cent?

11. Divide 1143.5125 by $28\frac{1}{2}$, multiply the quotient by 63.08, and to the product add $\frac{1}{2}$ of 114.31.

The average per cent. of correct answers to these was 58.8; (ranging in the six schools thru 50, 53, 56, 58, 60, 73). Fifteen pupils solved all the problems correctly; 37 per cent. of them made 70 per cent. and over.

The questions in history were as follows:

1. Name the four nations that had most to do with the discoveries and early settlements of this country, and state what part of the country each of these nations explored and settled.

2. Give a brief account of the Puritans, or of the Pilgrims, stating why so called, the country from which they came, their reasons for emigrating, where they settled, and some of their characteristics, habits, and customs.

3. State some of the important causes which led to each of the following named wars, and the nations and people involved in each: The French and Indian war; the Revolution; the war of 1812; and the Rebellion or Civil war.

4. Select one of the following inventions and write a connected story about it; 1. The cotton gin. 2. The steamboat. 3. The telegraph. 4. The telephone. 5. The electric light.

5. Name the three branches into which the government of the United States is divided, and state in general the duty of each branch.

The average per cent. of answers to these was 53.10 (ranging thru 44, 48, 52, 56, 58, 59). Nineteen pupils made 70 per cent. or over.

No words were given out for spelling; the examination was upon the words used in the answers to the history questions. The words each pupil used (averaging about 500), were counted and it was found that the average number of words misspelled by each ranged from three to six per cent.

The critics of the schools said that the pupils were unable to use the English language correctly, to work simple examples in arithmetic—in short, were not fitted to become office boys, clerks, etc.

The clerk of the committee specifies the errors in the pupils' work as follows: 1. Incorrect use of the hyphen; as, re-turn; fai-led. 2. Misspelling of simple ordinary words of one and two syllables. 3. A tendency to use the comma too frequently; failure in a number of instances to use the period at the end of a sentence and after an abbreviation. 4. Incorrect use of the parenthesis. 5. Penmanship very poor, a large percentage writing backhand and many using a mixture of four or more styles of penmanship. 6. In history it was apparent that a very large percentage of the pupils lacked the ability to express themselves intelligently in simple, choice, concise, and correct English, style and matter being particularly poor, and knowledge in essential elementary facts in relation to the history and government of our country.

He remarks: "The results would seem to prove that the instruction in the lower grades does not teach the average pupil to use the English language correctly and fluently, nor does it give him good training in arithmetic." "Similar results would be obtained probably in the majority of schools east and west."

The causes, he says, are: "Multiplicity of studies, the fundamentals not learned as a task, the pupil not having definite work to do for which he is held responsible." He recommended that the pupil "be taught self-reliance, the economy of time in study, the high value of definite attainment in knowledge." "Definite drill and precise definition are to be insisted on."

The Report Examined.

In considering the report it is well to bear in mind that the pupils are not adults but boys and girls from twelve to fourteen years of age. True, they had had books of arithmetical problems in their hands, and also books of historical statements, but they had been away from them for nine months. Among twelve hundred pupils there are, of course, a considerable percentage who, from heredity, family influence, or "being born so" fail to get clear stable ideas; no matter how much definite drill they receive they will make blunders when tested by questions demanding adult thought, clearness, and accuracy.

Second, the questions in arithmetic are not very difficult ones, and yet very probably they would perplex a large per cent. of the members of Congress; on No. 11 nine-tenths of the applicants for a third-grade license to teach would fail. That nearly forty per cent. attained a percentage of seventy is a remarkable result; that the general average was nearly sixty per cent. is truly extraordinary. When 400 to 500 out of a school of 1,200 pupils, who have finished the eighth grade can solve three-fourths of these problems, it must be said of them, "Well done."

The questions in history are far better suited for pupils of a high than for a grammar school. The answers reveal the "haziness" which rests on many minds, no matter how much they are drilled. That fifty-three per cent. was reached is a good showing. We should like to have Mr. Moore propound No. 2 to the members of Congress; no fifty-three per cent. would answer it. No. 4 is not an historical question at all.

The objections made to the penmanship are exceedingly weak and irrelevant. Nowhere is it said to be illegible; the remark is that they wrote a mixture of styles—a very common thing. An examination of the papers show that over 1,000 of the 1,200 were marked by the examiners at seventy per cent.—a remarkable showing.

About half of the report is taken up by giving the misspelled words and the erroneous answers in history. Why

is this done? Its plain aim is to produce a prejudice against the teachers. We do not now recall a similar injustice. And this was done by the senate of the great United States! Now, men of great intellectual ability misspell; we have a letter from a Congressman in which the expression "ample able" was used instead of "amply able." As the note contained sixty-one words Mr. Moore would mark him about two per cent. off.

Conclusions.

It is stated by Mr. Moore that a majority of the schools both East and West would pass no better examination than did those of Washington. It is suggested that if "there were less studies" and severer drill more correct answers would have been given. Now the system pursued in the Washington schools is among the best in the entire country. By this is not meant that there is less misspelling there or more skill in doing problems in arithmetic, but that the children are dealt with broadly and intelligently. This is the fundamental question, and not whether they can or cannot pass a civil service examination. When in future years any of the boys and girls desire to pass such an examination they will "coach" for a month or two; that is what all the applicants do. But these pupils were not "coached." To hint that kindergarten methods were used all thru the eight grades is entirely unworthy as well as untrue. The old prescription, "few studies and much drill" answered in times when children's natures were not understood.

What would have been, in our judgment, the proper thing to have done is this: to have asked a number of the best known educators of the country to prepare suitable questions and to examine the results; and also to examine the teaching and the course of study pursued in the grades thru which these pupils had passed; had the object been to disclose the merits or demerits of the instruction given. The opinion of such men as Hughes, Elson, would have been conclusive when presented to the senate had the object been to disclose the merits or demerits of the instruction given.

Superintendent Powell and his teachers are aiming to do a solid enduring educational work, a work covering far more than could be found out by these questions. In doing that work they have not made it their object to enable their pupils to answer these or similar questions, but to train to mental power, and to inspire young people with a love of knowledge. The schools of to-day must meet the ever-increasing demands caused by the rapid expansion of knowledge and invention. It must be borne in mind that there is more to be learned each year not only by adults but by children. A general intelligence is demanded as well as a knowledge of the "three R's," and this it is expected the school-room will meet.

The results of the teaching of to-day are far greater and better than they were ten, twenty ago, or thirty years, or in any period of the past. Suppose Washington had in 1850 the same number of inhabitants as it has now; an examination then of 1200 grammar school boys and girls would not have yielded results at all equal to those reached this year. This statement will be readily agreed to by those who are familiar with the conditions of public education during the past half century; the educational golden age is before us and not behind us.

We are proud of those 1,200 boys and girls. The high school will review them in arithmetic and history, and drill them in composition. The hazy knowledge will, under further study and criticism, be replaced by clearness and accuracy. The examiners will say that no better results would be reached in a majority of schools East and West. We may add that the superintendents and teachers in all the important cities would be well satisfied if an equal percentage could be attained by their pupils in a similar examination.

The critics of the teaching of to-day are fond of talking about the "multiplicity of studies." This phrase is misleading; the studies are substantially what they were fifty years ago; there are more occupations and more general information; and more general intelligence is

(Continued on page 496.)

The Educational Outlook.

To Teach Young Frenchmen Commerce.

In order to provide a supply of capable men for commercial work in the French colonies, a colonial institute is to be opened in Marseilles. Students of the institute will be sent out at the expense of the state, and they will collect information which will be furnished to commercial houses in the form of detailed reports. Instruction will be given in botany, zoology, natural history, colonial geography and history. There will be a museum of plants, minerals, etc., so that the student may become acquainted with the actual products of the colonies; also a school of medicine to familiarize him with diseases peculiar to tropical countries. It is probable that arrangements will be made for teaching oriental languages. For grounds and buildings the city of Marseilles has given \$193,000.

American Library in Manila.

A circular has been sent out by Mrs. P. L. Sherman, Jr., secretary of the Association of the American Library of Manila, asking the people of the United States to assist in establishing "this first gift of our occidental civilization" to our oriental possessions, in order that it may become a center for the dissemination of American civilization. The idea was mooted last November in California, the original proposition being to establish in Manila a library for the benefit of our soldiers in the Philippines. It is managed by the wives of army officers employed in the islands, the director being Mrs. Greenleaf, wife of Surgeon-General Greenleaf. A library building is now required as well as money to buy books.

How Manila Children Salute the Flag.

An important part of the instruction given to the young Filipinos, of Manila, is how to salute the Stars and Stripes. At a signal given by the principal of the school every pupil rises. Then while the flag is being brought forward to the principal the military salute is given in the following manner:

The right hand is uplifted, palm downward to a line with the forehead close to it. While thus standing with the hand uplifted and in the attitude of salute, all the pupils repeat together, slowly and distinctly, the following pledge: "I pledge allegiance to my flag and to the republic for which it stands. One nation indivisible, with liberty and justice to all." At the words "to my flag" each child extends the hand palm downward toward the flag until the end of the pledge or affirmation. Then, standing at attention, they sing in unison "America."

In the primary department, where the children are very small, they repeat a different formula, to wit, "I give my hand, my head, my heart to my country, one country, one people, one flag."

In some schools the salute is given in silence, as an act of reverence, unaccompanied by any pledge. At a signal, as the flag reaches its station, the right hand is raised, palm downward, to a horizontal position against the forehead and held there until the flag is dipped and returned to a vertical position. Then at a second signal the hand is dropped to the side and the pupil takes his seat. Principals may adopt the "silent salute" for a daily exercise and the "pledge salute" for special occasions.

Portable School Opened.

ST. LOUIS, MO.—The opening of the new portable school of the kind adopted by the board of education last fall and which have been in use in the Northern and Western portions of the city during the winter was celebrated April 23, by eighty children, four teachers and a delegation of members of the Oak Hill School Patrons' Association at Juanita street and Oak Hill avenue. The structure is not an imposing one and is a recognized makeshift, but it was sadly needed, as the accommodations of the Oak Hill school were entirely inadequate.

Speaking of the circumstances which led to the building of the portable school, Chairman, Paul F. Corte, of the building committee of the board of education, said:

"Our reason for adopting these temporary buildings in the place of rented rooms is that we have found them more desirable and cheaper. They have proven satisfactory in every way, and it is cheaper to build them than to rent rooms.

"Within the last few days our force of carpenters has completed nine of these portable buildings, all of which will be put to good use in the near future. Each of them is capable of seating eighty children comfortably, and they make ideal class rooms—light, airy, well ventilated and perfectly sanitary. We had intended to build a new modern school building in the Oak Hill district, but could not obtain the funds, so we decided on the next best thing, these temporary structures, of which we may have to use more in the same district next session. The board is too poor to build all the schools that are needed, and we estimate that not less than twenty of these temporary buildings will be in use for the next twenty years. They are very simple affairs as far as exterior appearance goes; but are built with special reference to the use to which they are put, and both teachers and pupils have been delighted with those in use during this session. The first one we had cost \$800 to build, and that was thought cheap; but by buying the material and engaging a force of carpenters we have found it possible to reduce this figure considerably."

Educational Creeds.

At a largely attended meeting of the New York Educational Council, Saturday, April 21, papers on "My Philosophy of Education" were read by Prof. R. S. Keyser, of the Jamaica Normal school, Prin. Preston H. Smith, of Bayonne, Supt. F. E. Spaulding, of Passaic, Prin. Thos. O. Baker, of the Yonkers high school, and Mr. C. DeF. Hoxie, of New York city. The paper by Mr. Hoxie was printed in THE SCHOOL JOURNAL last week; that of Supt. Spaulding appears in the present number; the others will be given whole or in part next week.

In the discussion following the set papers Supt. Isaac E. Young, of New Rochelle, said he believed it to be more important "how the child studies than what he studies." He favored training for discipline. "We must also consider the bread and butter side of the problem," said Mr. Young. Teachers possessing large hearts and good common sense are wanted, rather than "those coated over with theories of education."

Prin. J. E. Larkin of the Boys high school, Brooklyn, said that the education that "does not develop the will and give the child command of as much executive ability as the Almighty has endowed him with, in other words, that does not enable him to do some one thing, and do it well, is a failure." The schools should give more practice in doing. Mere heaping up of facts is not what is wanted. Mental power cannot come anywhere unless we train the will.

Editor Ossian H. Lang, of THE SCHOOL JOURNAL, said that all the educational creeds in the world would not help one to become a good teacher. And yet a study of the educational principles of one's fellow teachers is not unprofitable; it presents various interpretations and applications of the eternal foundation truths and affords a chance for critical comparison of standards. Recitation of an educational creed is worth no more than that of a religious one; the main thing is it must have "soaked in;" the spirit must be saturated with it. Moreover teaching is an art rather than a science. As an artistic master work is perfect in detail, so the artist teacher's work must reveal clearness and character even in the most incidental features. The creed of the artist teacher must be visible in his work; the audible kind is often only a screen concealing inefficient work.

Supt. J. I. Gorton, of Sing Sing, would have those things taught in the schools which will be used in after life by the pupils.

Supt. S. R. Shear, of White Plains, said that the ideal system of education would train the child physically, mentally, morally, harmoniously, and proportionately.

Professor Albert Leonard, of Syracuse university, was among the visitors. The next meeting of the council will be on Saturday, May 16. This will be the last meeting of the season, and it is hoped to have one or more educators of national prominence address it.

Only Professional Teachers Wanted.

The report of the schools of North Adams, Mass., sent out by Supt. I. Freeman Hall, contains an account of some excellent regulations governing the employment and payment of primary and grammar school teachers.

Teachers without professional training or successful experience will not be employed. Normal school graduates are specially encouraged to apply, but the right kind of experience and practical success in the school-room will always be accepted as the equivalent of any professional diploma.

Inexperienced teachers will have to begin with the minimum salary, but scholarship, teaching ability, and tact in management will be appreciated and recognized at every stage by a carefully prepared scheme of graded salaries or special promotions. After six years of service, merit and grade will determine the teacher's salary without limit, according to a carefully prepared scheme of special promotion. Under this plan any teacher may try to secure an increase in salary by joining a so-called "Promotion Class." This class will be required to do special work on educational, scientific, and literary lines. They will be credited, also, from time to time for good results accomplished in the class-room. Discipline and personal influence will also be considered. An advance in salary will require five votes in the school board on presentation of satisfactory facts and papers.

The teachers are urged to do their utmost to cultivate in every pupil the habit of reading good books. "A taste for good literature is a moral safeguard."

Yards for Playgrounds.

In his annual report of the Jersey City board of education President John J. Mulvaney proposes that during the summer vacation of ten weeks the school yards be turned into public playgrounds. He says he sees no reason why the school yards should lie idle, and of no use to any one, while many children are forced to play in the streets in danger of life and limb. He suggests also that application be made to the board of finance for funds to enable the school board to employ one or more physicians at a stated salary, whose duty it would be to visit the various schools at frequent intervals, inspect their sanitary conditions, and examine the pupils. Good for Mr. Mulvaney! Jersey City owes him a vote of thanks.

Education at the Ecumenical Conference.

Education was discussed at length at the recent Ecumenical Conference in New York. The subject was chiefly treated as an adjunct to religious work but among the speakers were many prominent educators, and much was said that was of deep interest to teachers generally. While considerable difference of opinion was developed as to details, reports from all quarters of the globe showed that the schools are the features which attract natives to the missions.

The first speaker on the subject of education was the Rev. T. A. Barber, headmaster of Leys school, Cambridge, England. He said that the school is the most potent factor toward Christianizing the teachers. The Christian school must stand so high, as a giver of knowledge, that no secular institution can afford to point the finger of scorn at its equipment or its alumni. "It is a matter of universal experience," said the speaker, "that sooner or later the value of the Western education becomes evident to the outside world. The youth of non-Christian lands, high caste or aristocratic tho he may be, is soon found wishful of sitting on benches in the missionary school even at the price of sitting by the pariah and submitting to the foreigner. He recognizes the justice of the theory of education which counts morality an integral factor, and he makes no objection to the Scripture lesson."

DR. HARRIS' VIEWS.

Dr. W. T. Harris, United States commissioner of education, spoke of the material advantages resulting from a Christian education. "Science, the useful arts, by which nature is conquered for the service of man, literature, history, and philosophy, all these," said Dr. Harris, "have a particular cast given them by the religious doctrine of Christianity, and you cannot successfully teach them to a people that is bound to a heathen creed. A mere nature religion does not admit of science, of free thought, and the investigation of matter and force, for these are the elements that he worships or dreads with a mortal fear as evil demons, and he spends his whole life in trying to propitiate them with ceremonies and sacrifices."

Dr. Harris considers that the reindeer is to be the civilizer of Alaska, and that the best education that can be given to the natives at present is that which will teach them the care and use of this animal. The great need in Alaska, namely intercommunication during the Arctic night, will be supplied by the reindeer express and the worst hardships of that season of darkness abated. The fifty thousand natives will be so necessary to the white miners that the work of the missionary will be more successful than it has been with the Indian tribes elsewhere.

Dr. Harris said that he mentioned Alaska and the reindeer experiment merely as an object lesson on the desirability of adding secular instruction to the religious teachings given at Mission stations.

SOLUTION OF THE PROBLEM OF TRAINED TEACHERS.

The Rev. John W. Conklin, professor of sociology and missions at the Bible Normal college, at Springfield, Mass., took as his theme the necessity for training in teaching.

"Two thirds," he said, "of the people of the world cannot read, and illiteracy is an important evidence of comparative, if not absolute, ignorance. Missionaries have been pioneers of education in many places. But most of the mission schools have been, and are, by no means first class, as compared with the best in our country and Europe. Professor Laurie, of Scotland, utters the pregnant sentence in reference to education in general:

"The whole solution of the problem of educational reform lies in the trained teacher."

"I gather from this that matters of curricula, grading, accommodations, support, etc., can only be settled by those who are expert in the science of education and the art of teaching. Right teacher training is normal training. I use this word normal as does the physician in speaking of a patient's temperature. In the report of the committee on normal schools, made at a recent meeting of the National Educational Association, the qualifications of the members of the faculty of a normal school are given as these, the first four of the seven laws of teaching. Therefore, this is supposed to be the ideal for those in training: 'Be what you would have your pupils become.' First, character; second, teaching ability, that is, the ability to adapt self and subject to the pupil; third, scholarship; fourth, culture, or the development of the finer self. I would apply Prof. Laurie's prescription to this great world plague of ignorance which missionaries seek to heal.

"The majority of the mission teachers are ignorant of the science of pedagogy. I had, as a missionary, to manage forty schools, and I soberly assert that a course in the best pedagogy would have been of more practical use to me than my course on homiletics. The reason why there are so few normal schools in the missionary field is that the missionaries have not had the training which would get them to organize and conduct them."

To remedy the evil Mr. Conklin offered three suggestions: First, that a course in pedagogics be recommended as desirable for all missionaries; second, that normal departments be considered a necessity in seminaries and colleges on mission fields whose aim is to prepare teachers; third, that a graded curriculum for the teaching of the faith of Christ is greatly needed and should be steadily and scientifically sought.

OTHER SUGGESTIONS.

The Rev. Dr. John Henry Barrows, president of Oberlin college, said that when he was at Constantinople Lord Cromer, viceroy of Egypt, told him the most efficient schools in Egypt were the American colleges.

The Rev. Dr. Leonard, corresponding secretary of the missionary society of the Protestant Episcopal church, relieved the solemnity of the proceedings by a story of Cuvier. It was in regard to the dissipation of superstition by intelligence and education, and he called it the story of Cuvier's test. One dark night the great naturalist, in bed, was menaced by a horrible looking creature. The great naturalist regarded it with scientific attention. "Humph!" said he. "Horns—and hoofs! Gramnivorous—not carnivorous! You can't eat me!"

Prin. Myron T. Scudder, of the normal school at New Paltz, N. Y., read a paper on industrial education. The Swedish girls, he said, were trained industrially as well as in book learning, and consequently as housekeepers generally proved superior to the American girls whose brains alone are trained. He hoped that the new curriculum would have less bookishness, and the children would be taught how to work; also something of drawing, painting, modeling, gardening, caring for the sick, and first aid for the wounded.

The Hampton Conference.

HAMPTON, VA.—The general opinion of the many notable educators who assembled here last week at the Hampton Institute was that the interest in educational matters as a whole had revived remarkably within the past few years, and the conditions of the universities, colleges, and secondary schools was thoroughly satisfactory, yet much remained to be done in the way of improving facilities for primary education.

The Rev. R. G. S. Dickerman, who was chosen last June as field agent of Capon Springs Conference, put in a plea for longer terms and better teachers.

The Rev. Charles D. McIver, PhD., president of the North Carolina Normal School for Women, said that better facilities were needed for the education of white women. Educate one woman and you educate three persons in the next generation. As matters now stand in the South people do not know whether there is more money in land or in ideas. The taxes for educational purposes should be increased. Then if they had a little less land they would have much more brains.

Pres. Booker T. Washington, of the Tuskegee Institute, said that what was badly wanted was an authoritative bases of fact concerning school data. He was supported by Professor Dubois, of Atlanta university, who declared that part of the coming twelfth census should be a series of social studies which would furnish the educational statistics required.

A resolution was introduced by Mr. Walter H. Page, that a committee should be appointed who should select a group of forty upright and enterprising men to investigate the question of public education in the South, and that their reports should be published. Among the questions which should be investigated were the length of school terms, the condition and adequacy of school-houses and apparatus, the amount of money expended in these and the method of its spending, the methods of appointing teachers and superintendents and their pay. A comparative statement of school laws should also be drawn up. The resolution was adopted and the following were named as the committee: Mr. Page, the Rev. Mr. McIver, Rev. Dr. Murphy, and Prof. Booker T. Washington.

At the usual commencement exercises of the institute, which took place coincidentally with the conference, a significant feature was the granting of trade certificates to twenty-five students who have this year completed courses. The trades represented were carpentry, bricklaying, painting, blacksmithing, wheelwrighting, printing, harness and shoe making. This did not represent, however, all the students who have this year finished their trades. The total number was forty, but fifteen were considered ineligible for certificates because of deficiency in academic scholarship. This is the largest number that the school has ever graduated from the industrial department and marks a gratifying result of the work of the Armstrong and Slater Memorial Trade School which was opened here three years ago.

Sunday School Enterprise.

The New Tabernacle Sunday-school of Chicago has adopted a method well known to publishers in order to enlist new pupils. It has printed and scattered abroad a card which reads as follows:

A BICYCLE FREE.

Any boy or girl finding this card can secure one of these prizes, or anything you want:

For bringing one scholar, a picture.

For bringing two scholars, a book, 315 pages or Testament.

For bringing fifteen scholars, a live goat or Bible.

For bringing twenty-five scholars, a bicycle in good condition.

Scholars must be present two Sundays.

New Tabernacle Sunday School.

2:30 P. M.

120-122 Western avenue.

New England Items.

The New England History Teachers' Association held a meeting in the Isaac Rich hall, of Boston university, on April 21. The subject under discussion was "Historical Materials," and the thought of the meeting centered around their use as original sources in the class-room. This should be as supplementary to the text-books. The members advocate uniform requirements in history, for entrance, to college, and a committee was appointed to secure such uniformity.

The most important educational event of the month in New England was the celebration of the twenty-fifth anniversary of the introduction of Colonel Parker's system into Quincy. The exercises closed on the 21st with a banquet presided over by Mr. H. N. Lull, the present superintendent of schools. Supt. Lull described the Quincy system in its history, and showed how Col. Parker had proclaimed life to the teacher and freedom to the pupil. Dr. Harris, United States commissioner of education, spoke of the "Quincy Influence" in the general education of the country, and showed how the movement had affected the art of teaching. The whole anniversary was a remarkable tribute to a man who has dared to think and to act for himself along educational lines.

The alumni of Coburn Classical institute, Waterville, Maine, held a banquet in the Brunswick, on April 23. Besides Prin. Franklin W. Johnson, who described the present condition of the school, the principal speakers were Pres. Nathaniel Butler, of Colby college, who abounded in reminiscences of school days, and Gov. Llewellyn Powers, of Maine. Gov. Powers declared that the fitting schools of Maine do much to raise the moral tone of their communities, and that to them the general intelligence of the state is largely due.

Prof. R. L. Garner's lecture on the evening of April 24, upon the "Tribes and Customs of Central Africa," was noteworthy because so distinctly educational in character. It was packed with information that was the result of his own observations. While Prof. Garner has acquired celebrity thru his investigations upon the relations and languages of the anthropoid apes, the facts which he has acquired respecting these inland peoples are of higher actual value, and it is to be hoped that they will be given to the public in book form.

An item of local interest was the debate between the students of Brown university and Boston university on Tuesday evening, April 24, the subject being the Philippine question. All the speakers acquitted themselves with honor, and Brown carried off the plan.

An incident of the last meeting of the Boston school committee on Tuesday evening, April 24, shows how the labor unions assume to dictate in all directions. Mr. W. Allen Sylvester was appointed teacher of wood working in the manual training school, last fall, as the best qualified candidate, and his work has been satisfactory. When the time came for his confirmation as permanent teacher, objections were raised, and the matter was referred to a special committee. None of the charges preferred were substantiated, but it seems that Mr. Sylvester is obnoxious to the Pattern Makers union because he refused to leave the employ of a certain man at their request. So of course he must be made an example of, and the committee refused to confirm him. This in free New England!

April 27 the Phillips Exeter Alumni held their banquet at the Parker House. P. in. H. P. Amero showed the growth of the academy in the last five years and its present needs. Prof. Geo. A. Wentworth, for many years a teacher, now a trustee, gave an interesting account of the changes of the past forty years in the school. It was a large and enthusiastic gathering.

BOSTON, MASS.—At the annual business meeting of the Woman's Educational and Industrial Union held here on April 24, the various reports read by the officers showed that the past year had been a good one both financially and as regards work done. Mrs. Kehew, chairman of the School of House-keeping, stated that the Union was the pioneer in this line of education. The object of the school, she said, was to improve the relations between employee and employer, largely by the education of the latter. The interest had been so widespread that students had come to it from nine different states. The woman's colleges represented this year were Vassar, Wellesley, Bryn Mawr, Smith, and the Woman's college, Wisconsin.

BOSTON.—The local general committee in charge of the preparations for the next meeting of the National Educational Association which is to be held in Charleston, S. C., July 7-13, has appointed a special committee on exhibits of school work. The chairman, Col. Asbury Coward, of Charleston, desires that college and school authorities who may desire or be willing to make exhibits of student or pupil work, should communicate with him by letter, stating the character of the exhibit and the amount of wall, table, or floor space required.

It is hoped that the exhibit will be sufficiently large to indicate that schools in various parts of the country take an interest in the educational welfare of the South.

"Filth-Laden School Books."

BOSTON, MASS.—A serious complaint regarding the condition of city school books was made by Dr. Frank C. Richardson at the annual banquet of the Massachusetts Homeopathic Society. He asserted that a great deal of the disease in the

city is to be traced to the schools, and that the free text-book system as now conducted is monstrous.

The school authorities deny that there is any pertinence to Dr. Richardson's criticism. Mr. W. J. Porter, who is in charge of the supplies of books, states that it is in the power of any principal at any time to remove a filthy book, and that nearly all avail themselves of the privilege. At the end of the last school years, 48,241 old books were returned to headquarters, an average of about one-half book for each pupil in the schools. In addition to this, 485 books were destroyed for fear of contagion.

The Quincy Anniversary.

QUINCY, MASS.—The twenty-fifth anniversary of the inauguration of the Quincy experiment by Colonel Francis W. Parker was celebrated here April 20, at the Stone Temple.

Hon. Charles H. Porter presided, and the speakers were Col. Parker, Dr. William T. Harris, United States commissioner of education; Dr. Nicholas M. Butler, of Columbia university; Robert C. Metcalf, of Boston, Orville T. Bright, and President G. Stanley Hall, of Clark university.

Dr. Butler said of Colonel Parker:

"The human quality, together with a passionate faith in democracy, which is based as much on intuition as on conviction, is the surest clew to an interpretation of Colonel Parker's life and influence. He has not only seen but felt that education cannot be permanently bolstered up by artificial supports."

Dr. Harris said that the American school system, good as it is, has struggled under a load of bad methods. The best thing that can be said of the Quincy movement is that it tends to create a healthy individualism among the pupils of a school.

Col. Parker's address was published in THE SCHOOL JOURNAL last week.

Newspapers as Educators.

Miss Nellie Flood, a teacher in the county jail of Philadelphia, employs as a part of her curriculum the daily newspaper, which she makes do the work of teaching current history. Every morning large bundles of daily papers arrive at the jail, addressed to the boys' department. They are scanned for articles of historical and educational interest, which are read by all the boys. When the recitation hour comes there is a general discussion of what has been read. Naturally enough the Boer war is one of the principal subjects of discussion at present, and the advocates on either side are about as pronounced in their opinions as the community at large. The war in the Philippines also receives attention, and the preliminaries to the national conventions of the great political parties interest the boys and have brought about discussions as to how presidents are elected.

Friends' School Anniversary.

BALTIMORE, MD.—The celebration of the first anniversary of the cornerstone laying of the Friends' new school building, Park place and Laurens street, Baltimore, took place April 24. Professor John W. Gregg, the principal, spoke about the year's progress which he stated to have been thoroughly creditable both to teachers and pupils. He was much gratified that 202 pupils had been enrolled during the first year. Mr. J. K. Taylor, chairman of the school committee, said that the bequest of some \$25,000 by the late John Jewett as an endowment fund would greatly assist in improving the equipment of the school each year. The success of the school must be measured by the success of each individual student. If they were preparing for college each one would be measured and accredited for the attainments made; so it would be in the business world and in society. If they lost opportunity now it could never be recovered. If a student despised any particular study it was because that study despised him. One proficient in study never despised it.

Dr. Pearson's Holiday.

Dr. D. K. Pearson, of Chicago, celebrated his eightieth birthday in a pleasant and beneficial manner. He mailed checks amounting to \$50,000 to two Western colleges and made promises aggregating \$500,000 for the next year. He dismissed a delegation of Chicago schoolboys, who wanted funds to purchase school badges, without giving them a cent.

Practical Nature Study.

UTICA, N. Y.—Instruction in natural history and useful agricultural work is being combined in the case of the school children of this city who have been encouraged to collect for destruction the eggs of the brown caterpillar which did great damage to the foliage of the trees in this neighborhood last year. The eggs of the destroying worm are found in rings on the ends of tree twigs. These twigs are broken off by the children and carried to the schools for enumeration, the committee on economics of a local club having offered a prize of \$5 to the school destroying the greatest number of these egg rings. A stimulus to the zeal of the young collectors is added in the shape of an offer by one of the teachers to her pupils to pay ten cents a hundred for the rings brought in.

Each ring is estimated to be capable of hatching out 200 worms, and in one month the work of the children resulted in the destruction of some ten million of the pest. The work will be continued up to the hatching time.

Recent Deaths.

Dr. Rodney Blentworth Kimball, professor of applied mathematics in the Polytechnic institute in Brooklyn, died April 24 at his home 253 Monroe street. Dr. Kimball was sixty-five years of age. Upon graduating from New York City college in 1855, he was appointed assistant professor of mathematics in the New York State normal school, of which, four years later he became full professor. In the Civil war he organized a company of normal school students and, joining the Forty-fourth New York Volunteers, led his company in the Battle of Fredericksburg. His health having broken down he resumed his school duties, remaining with the normal school until 1869, when he became professor of mathematics in the Polytechnic institute.

CHICAGO.—Mrs. Caroline E. Haskell, well-known for her liberality to the University of Chicago, died on April 21, at Michigan City, Ind., at the age of eighty years. Mrs. Haskell was the widow of the late Frederick T. Haskell, from whom she inherited an immense fortune. Among the gifts of Mrs. Haskell to the university is the Haskell Oriental Museum erected at a cost of \$100,000 and considered one of the chief ornaments of the university. She also endowed two lectureships, the one on authoritative religion, known as the Haskell lecture, is to be delivered at the university yearly by a theologian of note. The other, the Barrows lectureship, is for a series of lectures, for the most part on India, and having for their subject missions and mission workers in the field. Each of these lectureships has an endowment of \$20,000. Many other small donations were made to the university by Mrs. Haskell, amounting to a sum not under \$20,000. Another recipient of her charity is the Hahnemann hospital, to which she gave \$60,000, while to Oberlin college, she recently donated \$10,000.

NASHVILLE, TENN.—Projena A. K. Spence, instructor in Greek and French at the Vanderbilt university, of Nashville, Tenn., died April 23, aged sixty years.

The Rev. Charles Eugene Knox, D. D., died April 30, at his home, Point Pleasant, N. J. Dr. Knox was a graduate of Hamilton college. He was a director and president of the German seminary, of Newark, and was influential, in a great degree, in collecting an endowment fund for the seminary amounting to \$50,000.

CHESTERTOWN, MD.—Miss Catherine Goodhand, of Kent Island, Md., died on April 24 in Baltimore, where she was spending the Easter holidays with her mother. She had been a teacher in the public schools of Maryland for twelve years, and for seven years she was principal of the Betterdon school, of Kent county, which position she held until her death.

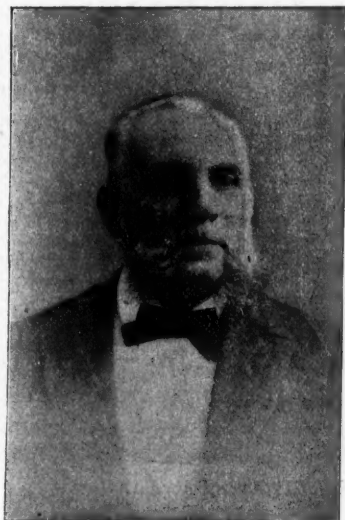
TRENTON N. J.—The Rev. S. O. Garrison, principal and founder of the New Jersey Training School for Feeble-Minded children, at Vineland, N. J., and founder and secretary of the State Village for epileptics at Stillman, died on April 25, at Vineland.

Rev. E. G. Parsons president of the board of trustees of the Pinkerton academy, Derry, N. H., died April 25, aged eighty-seven years. Mr. Parsons was a graduate of Bowdoin college. He was an instructor in languages and well known in literary circles.

By the death of William E. Sheldon, who died at his office in Boston on April 16, the cause of education loses one of its efficient helpers. Mr. Sheldon was busily engaged in his labor as manager of the *New England Journal of Education* when he was stricken down.

Mr. Sheldon was born in Dorset, Vt., about sixty-eight years ago. He was a graduate of Middleboro college. In 1865 he became master of the Hancock school, Boston. He had previously taught at New Britain, Conn., and at North Abington, Mass. Several years ago he retired from teaching to devote himself to educational journalism. His work in connection with Dr. Winship is well-known.

Mr. Sheldon's home was at West Newton where he was very prominent in local educational affairs.



William E. Sheldon.

In and Around New York City.

The board of aldermen has adopted resolutions providing for the issuance of \$3,500,000 in bonds for school purposes, the money to be expended in all boroughs.

Mayor Van Wyck gave last Tuesday a public hearing to the bill granting pensions to teachers who were retired before the pensions law went into effect. There are between thirty and forty teachers in the borough of Manhattan now retired, who are not receiving pensions, and the bill proposes to give them the same amount received by the other teachers who have been retired since the passage of the law.

Dr. Alfred T. Schaffler, associate superintendent in Manhattan and the Bronx, sailed from New York, May 2, in charge of the school exhibit.

The Brooklyn Teachers' Association, Dr. E. P. Crowell, president, announces thru special bulletin that all the regular classes will meet as usual until the courses are completed.

Teachers College Missed \$100,000.

A matter of two months has caused the Teachers college to miss a bequest of \$100,000. The legatee was Mrs. Eliza T. Bryson, widow of Peter M. Bryson, of 26 East Thirty-eighth street, whose will was filed for probate last week.

In her will, dated December 16, 1896, she gave the Teachers college \$75,000 in memory of her husband. This she increased to \$100,000 by a codicil dated February 28, 1898. The entire bequest was revoked on February 26, 1900, and the money distributed among various charities.

To Lecture in England.

Mr. W. L. Tomlins, the well-known director of school music in Chicago, is contemplating a lecture tour in England. He wants to expound abroad his views of the mission of music in the common schools. He holds that "music occupies a distinctive place in education, one which no other study can fill. Its chief value to the child lies in the fact that it opens to him another avenue of expression, revealing to himself and to others new possibilities. The time-worn view which regarded music as an accomplishment only is fast disappearing, and the most progressive educators are beginning to realize the psychical value of music and to recognize its vital relation to general education."

Superintendent Maxwell Censured.

At a meeting held on April 25, the board of education passed the resolutions offered a month ago censuring City Supt. Maxwell for refusing to accept the construction put by the Manhattan school board on a by-law in the case of Joseph D. Reardon's application for a principal's license. The resolution declares that the school board is the highest authority in the construction of its by-laws, and that in its judgment it is not conducive to the due and orderly conduct of the school system for the city superintendent to set at defiance the deliberate determination of the board.

The action of Dr. Maxwell to which the board objected was his overriding the borough board's construction of its by-laws regarding the eligibility of candidates for principal's licenses by holding that the lecture course of two years could not be taken while a candidate was engaged in teaching. The board has held that it could. An amendment was offered by Commissioner Dresser, of Brooklyn, to the effect that the board of examiners be censured instead of Dr. Maxwell, who is the president.

According to Mr. Dresser, the five members of the board were equally at fault, as they had voted unanimously in refusing to accept the construction of the by-law, and license Mr. Reardon. The amendment was lost. For his defense Dr. Maxwell argued that the by-law as construed by the borough board conflicted with a by-law of the central board and had not had that body's approval as far as any record went. The interpretation of the borough board, he declared, would make the qualifications for the license as principal of a great city school lower than those required for the teacher of an ungraded rural school of one or two classes. If the interpretation was correct the whole framework of restrictions erected to guard the office of principal against the invasion of inexperienced teachers would fall to the ground. Dr. Maxwell asked that in justice to himself his statement be entered on the minutes, but the motion to this effect was lost. In the arguments in favor of the vote of censure it was asserted that teachers with credentials had been knocking at the superintendent's door and not gaining admittance. This assertion was emphatically denied by Dr. Maxwell.

Dr. Maxwell, however, has many supporters who protest against the board's action. One of the most zealous is Mr. J. Edward Swannstrom, formerly president of the Brooklyn school board. He was a member of the first board of education of the Greater New York also of the committee on by-laws of that body which organized the school system on the new legal basis, and, among other things, formulated the very by-laws the interpretation of which has caused all the trouble.

Educating the School Boards.

NEW BRUNSWICK, N. J.—Some time ago at the invitation of County Supt. H. Brewster Willis, a number of school men, among them Messrs. W. Fitz Randolph, William Carman, Chas. W. Fisher, D. W. Clayton, J. H. Wade, A. W. Dean, George P. Smith, Asbury Fountain, J. H. Kuhlthau, W. F. Perrine, and E. R. Brown, convened in this city for the purpose of organizing a District Clerks' Association.

The objects of the association, as set forth in the constitution, were, to become acquainted with, and hear addresses from, the leading educators of the state; to exchange opinions on all matters pertaining to school work; to qualify school board men better for the responsible duties of school officials and to work in unison for the benefit of the public schools of the county.

This association soon became very popular, and the membership so increased that its name was changed to "The Middlesex County School Board Association." It now numbers one hundred or more of prominent business and professional men from all the local school boards of the county.

Among those who have addressed the association on school subjects are: State Supt. C. J. Baxter, Deputy State Supt. J. Brognard Betts, ex-Senator James L. Hays, Messrs. James Owen, S. R. Morse, S. St. John McCutchen, and T. Frank Appleby, members of the state board of education; Dr. Austin Scott, Prof. E. B. Voorhees, Prof. E. L. Barbour, of Rutgers; Prin. James M. Green, of the state normal school; Senator James H. Van Cleef, Assemblyman James Fountain, Mayor John W. Herbert, Supt. John Enright, of Monmouth county; Supt. Wm. H. Shearer, of Union county; Supt. F. R. North, of Ocean county; Dr. Henry R. Baldwin, Dr. F. E. Riva, Prin. W. Spader Willis, of the Newark normal and training school.

Among the subjects discussed by the members of the association, have been school architecture, plans, school furniture, the admission of light, heating, ventilating, cleaning school buildings, janitor work, janitors' salaries, vaccination of pupils, teachers' salaries, transfer of pupils from one district to another, drinking water supply, school taxes, annual appropriations, school law, and other important school subjects.

The work of this association in Middlesex county has attracted attention thruout the state, and an effort has been made by County Supt. Willis to organize a similar association in every county of the state. At the present time more than one-half of the counties of the state have so organized as a result of this movement.

Interesting Notes from Everywhere.

BOSTON, MASS.—The people of Massachusetts have contributed over \$11,000 to the guaranteed \$70,000 fund to meet the expenses of the Cuban public school teachers who are to take a summer course at Harvard university. The teachers will number 1,450. They will be lodged in the college dormitories and private houses, and President Eliot has offered his own house to be used by them.

CHILLICOTHE, MO.—This town has voted to borrow \$25,000 to erect a high school and school library building.

WOODSTOCK, VA.—The semi-annual meeting of the Co-Operative Teachers' League, of this county, was held here April 28. A resolution was adopted praying the state board to add current events to the list of subjects for examination of teachers.

LANCASTER, PA.—The trustees of Franklin and Marshall college have awarded the contract for erecting the walls and roof of the new science building. The interior will be finished in detail as the funds become available, and when completed the structure will have cost \$55,000.

TACOMA, WASH.—Pekin advices show that the "open door" does not apply to teachers. The government has decided to withdraw every foreign instructor from the Chinese Military college and provincial armies on the expiration of their present contracts, and replace them with native instructors. The foreigners are chiefly from Russia, Germany, and Japan.

WORCESTER, MASS.—Some little amusement was caused at Chautauqua last summer because President G. Stanley Hall decided to take a wedding trip to Europe instead of meeting his Chautauqua engagement. Under the circumstances the management released him, on the promise that he would fulfil his engagement in 1900. He is announced for a course on the New Education.

The formal dedication of the Edward T. Steel school, Sixteenth and Cayuga streets, Philadelphia, took place last week. William Wrigley, member of the board of education from that section, presided over the exercises, which were largely attended. Several fine paintings, engravings, and pieces of statuary which were presented by the Steel family were accepted on behalf of the school by Mr. Franklin S. Edmonds, of the Boys' high school. Among those who made addresses were Dr. Edward Brooks, Mrs. Mary E. Mumford, Prof. William A. Mason, Miss Anna Hallowell, Mr. Richardson L. Wright, and Mr. Thomas Noon, of the Thirty-third Section.

TARR AND McMURRY GEOGRAPHIES

By RALPH S. TARR, B.S., F.G.S.A.,

Professor of Dynamic Geology and Physical Geography at Cornell University,

AND
FRANK M. McMURRY, Ph.D.,

Professor of Theory and Practice of Teaching at Teachers College, Columbia University.

FIRST BOOK.

HOME GEOGRAPHY.

Half-Leather

12mo

xv. + 279 Pages

Price, 60 cents

CONTENTS.

PART I. HOME GEOGRAPHY. The Soil. Hills. Mountains. Valleys. Rivers. Ponds and Lakes. The Ocean. The Air. Industry and Commerce. Government. Maps. References to Books, etc.

PART II. THE EARTH AS A WHOLE. Form and Size of the Earth. Daily Motion of the Earth and Its Results. The Zones. Heat Within the Earth and Its Effects. The Continents and Oceans. Maps. North America. The United States: New England, Middle Atlantic States, Southern States, Central States, Western States, Alaska. Canada and other Countries North of the United States. Countries South of the United States. South America. Europe; Asia; Africa; Australia; The East Indies; Philippines, and other Islands of the Pacific. Books of Reference. Appendix.

The Remaining Volumes in this Series are:

Volume I. NORTH AMERICA. Ready in May.

Volume II. EUROPE AND THE OTHER CONTINENTS. In Preparation.

DISTINCTIVE FEATURES:

1. Home Geography. Actual experience which is the final basis of the study of geography receives careful attention. 2. The relation between man and the earth fully treated. 3. Frequent Reviews. 4. Excellent maps from which all that is unnecessary has been omitted. 5. Convenient size—Why should a school geography have the unwieldy and expensive form of an atlas? 6. Illustrations that illustrate.

FOR FURTHER INFORMATION ADDRESS

Tremont Building
BOSTON

THE MACMILLAN COMPANY
CHICAGO

SAN FRANCISCO

66 Fifth Avenue
NEW YORK

The Route through "The Land of the Sky."

SOUTHERN RAILWAY

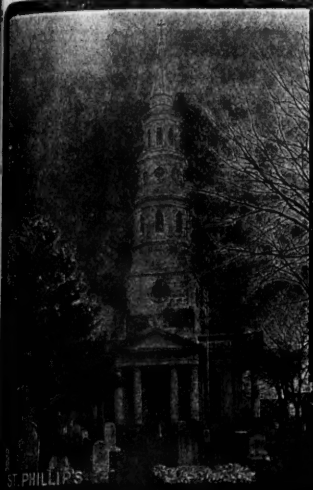
the Popular and Scenic Line.

NEW YORK,
WASHINGTON,
AND THE EAST
to Charleston, S. C.

National Educational Association,
July, 1900.

For full particulars, call or address—
ALEX. S. THWEATT, East. Pass. Agent,
1185 Broadway, NEW YORK.
W. A. JOHNSON, Pass. Agt., 271 Broadway, NEW YORK.
G. C. DANIELS, New England Pass. Agent,
228 Washington St., BOSTON.
C. L. HOPKINS, D. P. A.,
328 Chestnut St., PHILADELPHIA.
L. S. BROWN, Gen. Agt.,
705 15th St., WASHINGTON, D. C.

Get a copy of Summer Homes in the Mountains of
Western North Carolina. Board \$5.00 per week and
upward



ST. PHILLIP'S



THE CITY



ST. MICHAEL'S



FORT SUMPTON



ST. MICHAEL'S GRAVEYARD



THE PHOSPHATE MINES



ST. MICHAEL'S GRAVEYARD



MAGNOLIA GARDENS



MAGNOLIA GARDENS

(Continued from page 489.)

attempted. Again, they would have us believe that all the boys and girls who attended school years ago became good spellers. We assert without fear of contradiction that the percentage of good spellers is much larger than it was fifty years ago; in spite of the increased vocabulary, it is a steadily increasing figure.

Again, they profess to think the school is made too pleasant—"the fundamentals must be learned as a task." Any man who would not exert himself to make the school-room and the school work pleasant is not fit to be a teacher; the first element is power to interest. Of the 1,200 pupils examined what proportion were in their places because of the usefulness of the studies? It is no uncommon thing for one-half a class to melt away when a teacher is appointed who fails to interest. The above statement that learning must be made a task is indeed unfortunate.

The other suggestions will fail to strike the thinking educators of the country as bearing definitely on the practical problems of the school-room.

The suggestions of the committee seem to be aimed at a more advanced intellectual stage than has been attained by these immature boys and girls just out of elementary school. That "the high value of definite attainment in knowledge," should be inculcated, we think, might be appreciated by those who are engaged in teaching high school or college studies. Fault is found in the use made of commas; we assure them that this is a difficult thing for the college graduate to master. The report refers also to the compounding of words; it would be easy to puzzle the civil service examiners themselves in that field.

It is plain that the examiners regarded these youth in the light of possible candidates for places in the civil service, and regarded their failure as unfortunate from that point of view. It must be borne in mind that such

candidates are usually above twenty years of age, and possess considerable maturity of mind. Before presenting themselves they drill on the matters on which they will be examined. Such persons would be able to answer the questions given above; besides they have reached the mental stage in which accuracy and definiteness are more natural.

The educators of the country do not place a heavy reliance on examinations of this sort. They would say, from long experience, that the part of the 1,200 marked by the examiners as deficient would probably become equal to the others before the close of the high school period. "We cannot tell how far a toad will jump by his looks," is an old proverb; nor can we tell how able a man lies in the grammar school boy with his hazy opinions about the Puritans and Pilgrims.

It was remarked by Abraham Lincoln when an occupant of the presidential chair and a defeat had been announced, "Well, I must keep pegging away." And those of the 1,200 who have written "back hand," "failed to put a period after an abbreviation," "used a hyphen in return," etc., have but to "keep pegging away," and they will reach the goal of fair "definite attainment in knowledge." They are not at the end, bear in mind, they are at the very beginning; they are in the "pegging away" period. It is the period where mistakes must be expected. That they are in the high school, where their mistakes can be pointed out, is the encouraging thing. They have not set themselves up saying, "See how much we know." Nor has the superintendent or his assistants, boasted that the methods employed gave high and precise scholarship; they have earnestly set these boys and girls at work on studies and occupations that, considering their age and physical endurance, seem most likely to train their mental powers, lay a foundation for further acquirement and make them acquainted with their surroundings as far as could be rightly expected.



A WARM ARGUMENT

doesn't always bring out COLD FACTS.

But it needs no wordy argument to demonstrate the fact that the TRIUMPH AUTOMATIC SCHOOL DESK is the best on the market.

A million desks in use are mute witnesses of the fact that the TRIUMPH is all and more than it's claimed to be—THE BEST SCHOOL DESK MADE. Thousands of school officers will give their testimony to the fact that the purchase of the TRIUMPH brings lasting satisfaction.

If there is any reason for your purchasing school desks, there is every reason for your selecting the TRIUMPH.

Experienced school officers cannot be deceived into buying inferior school desks simply because they are cheap.

Inexperienced school officers cannot afford to experiment. The TRIUMPH is not an experiment. A MILLION DESKS IN USE ATTEST ITS GOODNESS.

Send for catalogue and printed matter—AND GET THE COLD FACTS.

E. C. SHAFER, Manager.

BUFFALO SCHOOL FURNITURE WORKS.

EASTERN OFFICE—109 FIFTH AVE., NEW YORK, N. Y.
WESTERN OFFICE—90 WABASH AVE, CHICAGO, ILL.

COMPOSITION AND RHETORIC FOR SCHOOLS.

By ROBERT HERRICK, A. B., Assistant Professor of English, and LINDSAY TODD DAMON, A. B., Instructor in English, Both of the University of Chicago.

PART I—The authors have here provided a course for constructive work in which the critical side of teaching is subordinated to the constructive, stimulative side and by which the pupil is encouraged to write freely and to form habits of thought and of invention before his expression is minutely criticised.

PART II—The pupil here studies the laws that govern writing and the Standards of Good Use, viz.: Present, National and Reputable Use; Barbarisms and Improprieties; the use of "shall" and "will," "should" and "would," and is given copious illustrative examples and exercises.

PART III—This part is devoted to the allied subjects of Diffuseness, Tautology, Redundancy, Verbosity, etc., illustrated by a variety of helpful exercises.

PART IV—Certain principles underlie the proper construction of both the sentence and the paragraph, and the authors have set forth these laws fully in this part of the book.

PART V—The structure of the whole composition is now studied under the topics of Summaries, Descriptive, Narrative, Expository and Argumentative writing, etc.

CLOTH, 476 PAGES. PRICE, \$1.00.

Teachers who desire to examine this book with a view to adoption are requested to communicate with the publishers.

SCOTT, FORESMAN & CO.,

PUBLISHERS,

378-388 Wabash Avenue - - - CHICAGO

Modern Language Books.

Practical Study of Languages, by Henry Sweet. The broad scholarship of the author and his experience as a teacher of languages in the highest sense of the term, would make this book of moment to all teachers and students even if its intrinsic value were not as great as it is. Mr. Sweet emphasizes the importance of placing the living language in the foreground and hence lays deserved stress upon phonetics. Not only is this method suggested for the modern languages, but for the classic and oriental languages as well. The suggestions, which touch all phases of language work are far-reaching and suggestive and indicate the lines which our best school editions will probably follow in the future. Many of the ideas expressed are not new, yet they have not been followed generally by editors of school texts because there has been too much of a disposition to cling to traditional methods. A glaring example of this is the persistent use of the Gothic letters in our German books for beginners, altho that results in a large number of wrong impressions on the part of the student, which persistent instruction finds difficult to eradicate. It is to be hoped that the book will have the circulation which it so amply deserves. (Henry Holt & Company, New York. Price, \$1.25.)

A New French Course, comprising the essentials of the grammar with a series of illustrated conversations in Paris, by Edwin F. Bacon, Ph. B. In the first part (177 pages) the author states clearly the general outlines of the grammar. All grammatical rules are given both in English and French and these appear in parallel columns in order to facilitate comparison. This is certainly a commendable feature since it enables the student to work in the terms of the new language at the outset. The second part (100 pages) contains conversations on the most interesting places in Paris. The book is an innovation and, in many ways deserves commendation. (American Book Company, New York.)

Die Versunkene Glocke, by Gerhart Hauptmann. With introduction and notes edited by Thomas Stockham Baker, associate in German, Johns Hopkins university. According to Prof. Kuno Francke, *Die Versunkene Glocke* is the the most notable production of German literature since Faust. The fact that the drama practically baffles all attempt at translation makes an

annotated school edition doubly welcome. Prof. Baker gives a short account of the literary activity of the author, the sources of the play, the Silesian dialect, which is employed in a number of passages of the drama, and the meter. In the notes a synopsis of each act is given. The passages in dialect have been translated into high German. (Henry Holt & Company, New York. Price, 90 cents.)

Mein Leben, von Johann Gottfried Seume. Edited with an introduction and notes by J. Henry Senger, associate professor of German, University of California. Seume's autobiography will prove to be an excellent text for more advanced students of German. His life is a glowing tribute to German character. The style of the author is exquisite. The numerous words of foreign extraction are adequately explained in the notes. The bibliography and index to the words explained in the notes are good features common to the series of which this edition forms a part. (Ginn & Company, Boston.)

Les Precieuses Ridicules, by Moliere. Edited with a biographical memoir and notes by C. Fontaine, director of French and Spanish instruction in the high schools of Washington, D. C. Everyone will welcome the appearance of this excellent edition of the famous French classic. The biographical note and preface are written in French, a plan which might well be followed by editors of modern language texts generally. (William R. Jenkins, New York. Price, 25 cents.)

Aus Meinem Koenigreich, by Carman Sylva. Edited for early reading by D. Wilhelm Bernhardt. Five stories from Carmen Sylva's well-known book *Aus Meinem Koenigreich* are here edited as material for early reading. The fact that there are many words of Roumanian origin in the selection makes the text rather unsuitable for beginners. A short account of the Roumanians and their language and a biographical sketch of the author are prefixed. The plan of marking the accent of the words in the vocabulary, adopted by the Heath series, is very commendable as it prevents the pupil from getting a wrong impression of a word. (D. C. Heath & Company, Boston.)

Der Katzensteg, by Herman Sudermann. Abridged and edited by Benjamin W. Wells. It may seem somewhat odd that *Der Katzensteg* should be the first work of the most modern

THREE TO FOUR TIMES THIS SIZE:



THREE TO FOUR TIMES THIS SIZE

ANGELUS.

THE PERRY PICTURES

1600 SUBJECTS. ONE CENT EACH—for 25 or more.

Postpaid, on paper, 5 1/4 x 8 inches. BEWARE OF IMITATIONS. Send two-cent stamp for Catalog and sample picture.

THE PERRY PICTURES. Extra Size.

Five for 25 cents. On paper 10 x 12 inches. They are gems of art. Send 25 cents for these five. Call them Set 46.

SHEPHERDESS | CHRIST AND THE DOCTORS | QUEEN LOUISE
MATER DOLOROSA | AURORA

THE PERRY MAGAZINE.

Monthly, except July and August. \$1.00 a Year. Beautifully illustrated. It teaches how to use pictures in school and home.

PICTURES IN COLORS.

Two Cents each. 300 Subjects. Birds, Animals, Fruits, etc. No orders for Pictures in Colors for less than 25 cents.

THE PERRY PICTURES COMPANY, Box 17, Malden, Mass.
Tremont Temple, Boston. 76 Fifth Avenue, New York.

SEND ALL MAIL ORDERS TO MALDEN OFFICE.

PHOTOGRAPHS

IN BLUE

Illustrating Art, History, and Literature.



2500 SUBJECTS in 4 x 5 size, at

ONE CENT EACH.

Send 10 cents for catalogue.

EARL THOMPSON & CO.,

221 Vanderbilt Square, - - SYRACUSE, N. Y.

German school of writers, to be made accessible to American students. The explanation will be found in the fact it is more easily abridged than the other works of the same author which might, on the whole prove more attractive. It is to be regretted that the editor has not definitely called attention to the omissions in his notes. The notes are very brief being confined to nine small pages. (D. C. Heath & Company, Boston.)

Essentials of French Grammar, by C. H. Grandgent, professor of Romance languages in Harvard university. We might reasonably expect a book teeming with technicalities from a past master in the science of phonetics. Prof. Grandgent's long experience as a teacher has assisted him in avoiding this entirely. The first forty-four pages are devoted to practical lessons on French phonetics, which will enable the student to clear up the difficulties of French pronunciation, so he will not drag his faulty pronunciation thru several terms of his work. The statement of grammatical principles is concise thruout. The reading lessons consist of continuous passages. Numerous exercises for translation into French are given. The book is intended both for high schools and colleges. (D. C. Heath & Company, Boston. Price, \$1.00.)

Trois Contes de Noel by Madame Renard. Edited by F. Th. Meylan, head of the French department of Bryn Mawr school. The three short stories offered in this pamphlet are especially suitable for exercises in sight reading in the second year. (Ginn & Company, Boston.)

Sigvald and Sigridh, by Felix Dahn. Edited by F. G. G. Schmidt, professor of modern languages at the university of Oregon. This story is highly characteristic of Dahn, whose peculiarities of diction stand in the way of making his work suitable for school purposes to any great extent. Prof. Schmidt's biographical note gives a good summary of Dahn's literary activity. (D. C. Heath & Company, Boston. Price, 25 cents.)

Kleider Machen Leute. Edited with notes and vocabulary by M. B. Lambert, instructor in German in the boys high school, Brooklyn, N. Y. Few books are as well suited for school use, from the standpoint of style, as Gottfried Keller's *Leute von Seldwyla* of which this text is an extract. The notes are brief

and to the point. (D. C. Heath & Company, Boston.) Price, 25 cents.)

Contes et Saynetes. Edited by T. F. Colin, Ph. D., head of the French department at Miss Baldwin's preparatory school for Bryn Mawr. Mr. Colin here presents eighteen choice modern French stories, very suitable for second year reading. Explanatory notes elucidating the difficulties of the text are placed at the bottom of each page. A vocabulary is appended. (Ginn & Company, Boston.)

Miscellaneous Books.

The Puritan as a Colonist and Reformer, by Ezra Hoyt Bington. This is a companion volume to "The Puritan in England and New England." No one can read it without having a higher estimate of the Puritan, as the author is enthusiastic for his subject and presents his narratives and opinions in smooth and vigorous prose. The chapters treat of the Pilgrim as a colonist; the Puritan as a colonist; John Eliot, the apostle, to the Indians; Jonathan Edwards, and the great awakening, and Shakespeare and the Puritans.

They owe many things to the Puritans, in spite of the fact that they did not always live up to their principles. They were not as tolerant as they should have been. They put witches to death, but then it must be remembered that the belief in witchcraft in the seventeenth century was widespread, and that our New England forefathers early found out their error, and frankly acknowledged it.

On the other hand, it may be said the Anglo-Saxon people in all parts of the world now stand for the principles of the Puritans. The constitution is a development of the teaching of Thomas Hooker in Connecticut. Our home and foreign missions are the expansion of the missions of Eliot and the Mayhews. Many of our most distinguished men, as Sumner, Whittier, and Lowell, had the true Puritan spirit. Much of what has been best in the nineteenth century has come from our New England ancestors, and the twentieth century is likely to follow the same line of development. (Little, Brown & Company.)

The Story of Philadelphia, by Lillian Jane Rhoades, attractive as it is in style and illustration, will no doubt be very popular as a book of supplementary reading in that city and elsewhere.



SUFFICIENT EXPLANATION

for the Large Orders from Large Cities

during the Month of March—1900—

Is that the **HOLDEN BOOK COVER**

(Plain finished Leatherette, Waterproof and Germproof)

Saves 40 to 60 per cent. of Annual Appropriation for text-books.

Together with our **QUICK REPAIRING MATERIAL**

for INSTANT REPAIRS TO INSIDE OF BOOKS.

Give our "SYSTEM FOR PRESERVING BOOKS" a trial and let the Demonstration prove their Efficiency.

Lessens Danger of SPREADING CONTAGIOUS Diseases.

SAMPLES FREE.

P. O. BOX 643.

HOLDEN PAT. BOOK COVER CO., Springfield, Mass.

In this book the author has endeavored to picture the Quaker City in the foremost place she has occupied, not only during the crucial colonial period, but during the many years since that time. No other city has played a more important part in the history of our country and is richer in historic associations, and it is fitting that not only her own children but those of other cities should be familiar with her history. This book has been especially prepared for use in school and at home, and contains an introduction by Mr. Edward Brooks, superintendent of public schools, Philadelphia. (American Book Company, New York. Price, 85 cents.)

Dryden's Palamon and Arcite, edited with introduction and notes by George M. Marshall, Ph. B., professor of English language and literature in the University of Utah. This is a volume of the Twentieth Century series of text-books, and the work is among the required studies in literature for entrance to many colleges and universities. *Palamon and Arcite* represents the milder peculiarities of the English classical school of poetry as it existed before Pope. As all know it is founded on a poem by Chaucer in the "Canterbury Tales." Little is omitted and little added to the old poet's narrative but it differs vastly from Chaucer's story in spirit and style. The introduction gives a biography of Dryden, an estimate of the poetical tendencies of the age, and a criticism of the poem. (D. Appleton & Company, New York. Price, 40 cents.)

Philip's Artistic Flower Studies, designed for drawing in colored chalks. These are excellent outlines of many of the most common flowers and furnish excellent practice in drawing for kindergarten and lower grade pupils. The series includes the iris, poppy, marigold, narcissus, pansy, briar rose, jonquil, campanula, nasturtium, snapdragon, pink, and buttercup. (George Philip & Son, London, and Liverpool.)

Longmans, Green & Company, New York, announce the publication of the following books:

"Julius Caesar," edited by G. C. D. Odell.

"Plane and Spherical Trigonometry," by Daniel A. Murray.

"Edward the Third."—Mackinnon.

"King Arthur in Cordwall."—Dickinson.

A New Edition with American Introduction of Professor Laurie's "Historical Survey of Pre-Christian Education."

Books Under Way.

American Book Company.

"Grammar School Arithmetic," by Adelia R. Hornbrook. Eclectic School Readings.

"The Story of Ulysses," by M. Clarke.

"A Bee's Visit to the Hawaiian Islands," by Mary H. Krout.

"The True Citizen," by W. F. Markwick and W. A. Smith.

"Stories of the Badger State," by Reuben Goldthwaites.

"Physiology and Hygiene for High Schools," by Henry F. Hewes.

"A Brief Course in Physics," by George A. Hoadley.

Brooke's "Primer of English Literature," revised by Charles F. Johnson.

"Der Assistent von Frida Schranz," edited by A. Beinhorn.

"Der Meister von Palmyra," edited by Theodor Henckels.

Erckmann-Chatrian's "Madame Therese," edited by C. Fontaine.

"Selected Letters of Voltaire," edited by L. C. Syms.

"Nociones de Historia de los Estados Unidos."

"Selected Works of Ovid," edited by Frank J. Miller.

"The Elements of Latin," by W. R. Harper and I. B. Burgess.

Plato's "Charmides, Laches and Lysis," edited by Barker Newhall.

Sophocles' "Oedipus Tyrannus," edited by Mortimer Samson Parle.

"The Art of Study," by B. A. Hinsdale.

R. D. Cortina.

Bazan's "Temprano y Con Sol," edited by R. D. De La Cortina.

"El Final de Norma," by Pedro A. De Alarcon.

Escrich's "Fortuna y Otros Cuentos Escogidos," edited by R. D. De La Cortina.

"Spanish-English and English-Spanish Pocket Dictionary."

Houghton, Mifflin & Company.

"A History of England," by J. N. Larned and Homer P. Lewis.

"The First Book of Birds," by Olive Thorne Miller.

"English for Secondary Schools," by W. F. Webster.

"Three Outdoor Papers," by T. W. Higginson.

"Jean Francois Millet," by Estelle M. Hurlil.

(Continued on page 502.)

High School Teachers

should note carefully the approved text-books named below, which make both teaching and learning easier and more effective : : : :

Shaw's-Backus's Outlines of Literature

A valuable history of English and American Literature, in the most teachable form. Several excellent features are: ample references to the best collateral reading, a brief summary at the end of each chapter, supplementary lists of authors, and a complete index.

Hull's Algebra and Geometry

are especially adapted for developing pupils' reasoning powers. Puzzles, "catch" problems and all unnecessary matter have been eliminated. The treatment of subjects is clear and concise and many new and valuable processes are presented.

Avery's School Physics,

by the report of the New York Board of Regents, is given first place among all the text-books on the subject in use in that State. This book prepares students for Parts I and II of the Regents' Examination.

Hill's Rhetoric, Logic, and Psychology

are remarkably clear and practical in the treatment of those subjects. In these books ripe scholarship and many years' experience as a teacher and educator go hand in hand.

Correspondence is cordially invited by the publishers,

BUTLER, SHELDON & COMPANY,

Philadelphia

Chicago

New York

Boston

ENTERTAINMENTS.

The Entertainment Catalogue which we issue, and is sent free, describes about all the Dialogues, Speakers, Drill Books, Plays, Tableaux, and similar works printed. Get this and you will be enabled to select one or more works that may suit your particular needs. We, however, mention some new works that we feel would be of special interest to you.

Practical Programs.

By MAUDE M. JACKSON, who has given several successful entertainments in Chicago. It is for primary and intermediate grades and is helpful in preparing many exercises, among the number of special interest at present being: Dewey Day, and Closing School Exercises. Price, 25 cents.

Castle's School Entertainments.

No. 3, just issued, is a splendid collection of Recitations, Drills, and Exercises for primary and intermediate grades. Price, 25 cents.

Nymphs of the Elements.

A beautiful entertainment for a large number of characters. The Sun is the central figure around which other characters such as Moon, Rain, Snow, Thunder, Lightning, etc., are subordinate characters. Price, 25 cents.

Brown & Leavitt's New Motion Songs

contain some beautiful songs and actions for all grades. They are new and original. Price, 25 cents.

Practical Dialogues, Drills and Exercises.

By MARIE IRISH, is now in the press and will be ready May 10th. It is what its name indicates. In addition to the contents indicated by title, which are mostly for pupils in lower grades, there is a new exercise for eighth grade pupils "A Modern Mid-Summer Night's Dream." This has been given with great success and is worth the price of the book alone. Price, 25 cents.

We carry all the leading Plays, Dialogues, Drills, Recitations, etc., and trust we may be able to fill your wants.

A. FLANAGAN, 266-268 Wabash Av., Chicago.

SUMMER COURSES

at the

MASSACHUSETTS INSTITUTE OF TECHNOLOGY.

Instruction will be given during June and July by members of the instructing staff of the Institute in Mathematics, Drawing, Shopwork, General, Analytical, and Organic Chemistry, Physics (lecture and laboratory), Surveying, Mechanism, and Mechanical Engineering Drawing, Architecture, Geology, English Composition, French and German. These courses are of special advantage to

COLLEGE STUDENTS

or other persons planning to enter the Institute with advanced standing, in September. They also afford opportunity to teachers and persons engaged in professional work to enjoy the advantages of the Institute laboratories.

Circulars, giving detailed information, will be mailed free on application. H. W. TYLER, Ph.D., Secretary, 491 Boylston Street, Boston.

GRAND RAPIDS KINDERGARTEN TRAINING SCHOOL

SUMMER TERM.

July 5th to August 30th.

Principal, LUCRETIA WILLARD TREAT.

Students entered at any time and for any length of time.

For particulars address

CLARA WHEELER, Sec'y,
Auditorium Building, 23 Fountain Street,
GRAND RAPIDS, MICHIGAN.

New York State Summer Institutes FOR 1900.

State Summer Institutes, each including a Department of Pedagogy and a Department of Review, will be held JULY 9-27, 1900, at Chautauqua, N. Y.—PHILIP M. HULL, A.M., of Johnstown, N. Y., Conductor; and at Thousand Island Park, N. Y.—CHARLES A. SHAVER, of Watertown, N. Y., Conductor. A strong faculty has been engaged for each institute, and well chosen courses have been arranged for teachers who desire to avail themselves of the opportunities offered. For further particulars, address the State Department of Public Instruction, Albany, N. Y., or one of the conductors.

CHARLES R. SKINNER,
State Supt. of Public Instruction.

THE SUMMER LATIN SCHOOL of Drake University

offers courses in beginners' book, Viri Romae, Caesar, Cicero, Virgil, and Ovid. By concentration on the one subject it is possible to cover a year of Latin in a summer. Tenth Annual Session, June 18 to August 16. For prospectus, address the principal.

CHARLES O. DENNY, Professor of Latin,
Drake University, Des Moines, Iowa.

MANUAL TRAINING

89 No. BENNET STREET,
BOSTON.

Free Courses for Teachers, fitting for both grammar and high school work, at the "LOYD TRAINING SCHOOL" established by Mrs. Quincy A. Shaw. Time for each course, Oct. 1 to June 1. GUSTAF LARSSON, Prin.

WANTED—Live Teachers, successful

at canvassing or agency work, to represent our publications. Salary and commission. This is a rare chance for live teachers who wish to leave teaching for permanent and paying work. Address E. L. KELLOGG (personal), 61 E. 9th St., N.Y.

NEW YORK UNIVERSITY.

Summer Courses.

SESSION OF 1900. - - - SIXTH YEAR, JULY 9—AUGUST 17.

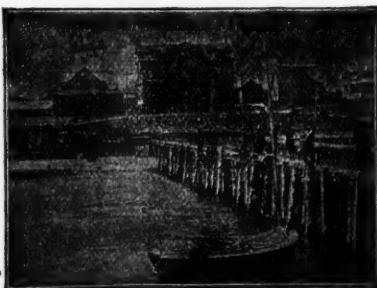
Forty courses in Greek, Latin, Semitic, English, German, Philosophy, Education, History, Economics, Mathematics, Physics, Chemistry, and Biology.

\$25. FOR THE SESSION.

The location is unsurpassed for summer school work. It combines the coolness and the beauty of scenery of the heights overlooking the Harlem and the Hudson with the advantages of the great city. For "Announcement" address,

MARSHALL S. BROWN, University Heights, New York City.

MARTHAS VINEYARD SUMMER INSTITUTE.



OLDEST SUMMER SCHOOL FOR
TEACHERS IN THE U. S.

SEVEN BUILDINGS.

OUT IN THE ATLANTIC.
COOL AND HEALTHFUL.
COMPLETE COURSES IN
METHODS, MUSIC, ACADEMICS, AND
ORATORY.

SEND FOR 64-PAGE CIRCULAR,
Containing full information on courses, advan-
tages, tuition, club rates, board, rooms,
and recreation.

WILLIAM A. MOWRY, Pres.,
HYDE PARK, MASS.

SUMMER SCHOOL Mount Union College.

From JUNE 26 to AUGUST 10.
(Seven weeks.)

For teachers in particular, for all students in general. Regular faculty and public school specialists—36 instructors. Eighty courses, from common branches to higher college studies. Courses for primary and grade teachers—Misses Sinclair and Barnes. Superintendent's course, teachers' forum, course in general methods. Special attention will be given to a review of all the common branches. Double courses in beginning Latin, Greek, Algebra and Geometry. More than 20 popular lectures—free; also 4 inexpensive excursions. Tuition, only \$8.00, with a number of extra advantages free. Board, for the term, only \$12.00. Rooms, from 45c. to 75c. a week. Send for our 24-page Announcement, giving full particulars. Address, PRESIDENT A. B. RIKER, Alliance, Ohio.

THE CHICAGO INSTITUTE ACADEMIC AND PEDAGOGIC

Summer School for Teachers

SIX WEEKS Beginning Monday, July 2, and Closing Friday, August 10 OPEN TO ALL
COL. FRANCIS W. PARKER AND THE HEADS OF TEN DEPART-
MENTS FORMERLY OF THE COOK COUNTY NORMAL SCHOOL

A full corps of
Instructors and
excellent facilities

Unequaled attractions for teachers and others who
wish to combine recreation and summer study.
DAILY MODEL SCHOOL
Write for circular of information, addressing the Director

603 Marquette Building, Chicago.

Lincoln Park
and the shores
of Lake Michigan

NOW READY—THE

"INDUCTIVE COURSE IN ENGLISH." First Book

By LARKIN DUNTON, LL.D., late Head Master of the Normal School, Boston, and
AUGUSTUS H. KELLEY, A.M., Master of Lyman School, Boston.

180 pages, cloth, beautifully illustrated. Price, 38 cents. A sample copy will be mailed for 20 cents. Designed for the primary and lower grammar school grades. This book can be readily and advantageously used to precede the higher book of any other course in English.

The Second Book, for middle grammar grades, and the Third Book or Grammar, for the higher grades, will speedily follow.

Educators who wish to use the latest and best text-books for instruction in English will be interested to examine these books.

THOMPSON, BROWN & COMPANY, Boston, New York, Chicago.

WEST VIRGINIA UNIVERSITY.

THE SUMMER QUARTER begins June 21st and ends September 1st.

Courses will be given in almost all subjects. In addition to the regular courses there will be a large number of free entertainments and special lectures and courses by eminent specialists from other institutions, such as President Gunsaulus of Armour Institute, President Draper of the University of Illinois, President Mendenhall of Worcester Polytechnic Institute, President Thwing of Western Reserve University, Professor Scripture of Yale University, and President Bashford of Ohio Wesleyan University.

Teachers will find courses that will exactly meet their wants. Summer Quarter work counts toward a degree the same as work in any other quarter. Expenses are low.

The circular of announcements will be sent free upon application to JEROME H. RAYMOND, President, Morgantown, W. Va.

Technical Schools

Requiring quantities of small tools, including the Brown & Sharpe and Starrett goods, should correspond with us. We always carry a large stock on hand and supply many of the prominent institutions. Our special catalogue, "Tools and Benches for Manual Training and Technical Schools," will be out June 1.

HAMMACHER, SCHLEMMER & CO.,

(Since 1848.) 209 BOWERY, NEW YORK.

Interesting Notes.

The "Boxers" of China.

Another of the long list of crimes attributed to the Chinese society known as the "Boxers" has just been reported, the murder of Chinese Catholics in the province of Pe-Chi-Li (pee-chee-lee). Eleven million men belong to this lawless society which, strange as it may seem, was originally organized to repress lawlessness.

It was formed to deal with the bandits in the province of Shan Tung; and was at first called the Ta Tao Hwei, or the Society of the Great Sword. More recent is the name Universal Society of Boxers, but the change signifies little; in fact, change of name among the secret societies is frequent. One name is kept until an edict of suppression is issued against it, and then a new name is adopted, and the society goes on as if nothing had happened.

As this society became more powerful and increased in numbers many dishonest and designing persons entered it. These men proved a disturbing element, and in many cases directed the efforts of the society against their personal enemies, whom they represented as bandits and lawless persons. Such persons looking around for protection found it in the Christian missionaries, and especially the German Catholics.

These men professed conversion, and besought succor, and the missionaries used every endeavor to secure justice for them. Then, in turn, some of the missionaries, it may be inferred, became the victims of designing men who professed Christianity in order to obtain aid in avoiding just punishment, and in some cases it is probable they were able to secure from these noble and self-sacrificing men and women a protection which they did not altogether deserve. This condition inten-

India's Starving Millions.

At the present time no less than 10,000,000 natives of India are practically starving and wholly dependent on government relief for the means of sustaining life. One who has just returned from the central and western part of the peninsula says that for hundreds of miles not a single stalk of corn or even dry stubble was seen, nor yet a blade of green pasture. There was no water except in the larger rivers and streams. The deepest tanks and reservoirs, which had never been known to run dry, are now as dry as a rock. The whole country is one vast, bare, brown, lonely desert, where in ordinary seasons one may see busy thrashing floors studded all over with heaps of grain.

More Demands on Turkey.

Since the United States have made such pressing claims on Turkey for pay for the destruction of property during the Armenian massacres other nations have reminded the sultan that they also have claims. Demands are now made by Great Britain, France, Austria, Italy, and Germany.

Liquid Hydrogen.

It is well known that hydrogen is the lightest of the atoms; it has until this year only been used in the form of a gas; in this state it is known to inflate balloons. Prof. Dewar, of the Royal Institution, London, has succeeded in reducing it to a liquid.

Liquid hydrogen is colorless and transparent, with a density one fourteenth that of water, or one sixth of that of the lightest liquid known. It is the coldest of all things known. A metal ball cooled in it, when exposed to the air is immediately covered with a coating of solid frozen air; this coating soon begins to melt and liquid air then drips from the ball.

Solar Eclipse on May 28.

The total eclipse of the sun to occur on May 28, will cross the states of Louisiana, Mississippi, Alabama, Georgia, South Carolina, and North Carolina, touch Virginia and traverse a very fairly settled part of the republic which is covered with a network of rail. The track of totality begins on the Pacific ocean just west of Mexico at sunrise, trends due eastward over Mexico, enters the United States very near New Orleans, and extends northeastward over Mobile and Montgomery, Ala., passes close to Atlanta, Ga., and Columbia, S. C., over Raleigh, N. C., and leaves this country in the region of Norfolk, Va., and Cape Henry.

The United States government will spend thousands of dollars in establishing observation stations along the path of the eclipse. Very important scientific results are expected to come from these observations.



NATIVE CHINESE MISSIONARIES.

sified the feeling which has always existed against the missionaries.

The literary class in China, who are the leaders of the Boxers, are keen critics and know how to work upon the prejudices of their countrymen. They circulated the silliest stories about Christianity, which roused the fury of the masses. Recently they have been emboldened by the fact that some of the highest Chinese officials are in sympathy with them.

The root of all the hatred of the missionaries is said to be the latter's disapproval of the idolatrous worship of ancestors. This ceremony is part of Confucianism. The educated Chinaman is willing to laugh at Buddhism or Taoism, but reverence for his ancestors is one of the passions of his life. One may call a native Chinaman all the bad names in the vocabulary and he may not resent it; but a word against his ancestors will arouse his most vindictive fury.

Weak Lungs

When your throat and lungs are perfectly healthy you needn't worry about the germs of consumption. They don't attack healthy people. It's the weak, debilitated, inflamed membranes that are first affected. Hard coughs and colds weaken your throat and lungs and make consumption more easy.

If your lungs are weak

Scott's Emulsion

is the best remedy you can take. It soothes and heals and gives tone and strength to these delicate membranes. In this way you can prevent consumption. And you can cure it also if you haven't had it too long. Keep taking it until your lungs are strong and your weight restored.

At all druggists; soc. and \$1.00.
SCOTT & BOWNE, Chemists, New York.

Books Under Way.

(Continued from page 499.)

Ginn & Company.

- "Dix Contes Modernes," edited by Harry A. Potter.
 "Rome; Its Rise and Fall," by P. V. N. Myers.
 "Mother Nature's Children," by Allen W. Gould.
 "The Mother Tongue," Books I and II, by George L. Kittredge and Sarah L. Arnold.
 "Elements of Algebra," by Wooster W. Beman and David E. Smith.

"Physiology for the Laboratory," by Bertha M. Brown.

W. R. Jenkins.

- "Les Fautes de Langage," by Victor F. Bernard.
 "Jeu de 'Connaissez-vous Paris.'
 "Logical Chart for Teaching and Learning the French Conjugations," by Stanislas Le Roy.
 "Paris Exposition Edition of the Complete Pocket Guide to Europe," by E. C. Stedman and T. L. Stedman.

A. C. McClurg & Company.

"Opportunity and Other Essays," by J. L. Spaulding.

"McLaughlin and Old Oregon," by Eva Emery Dye.

The Macmillan Company.

"A History of the United States for Beginners," by W. B. Powell.

"The Cell in Development and Inheritance," by Edmund B. Wilson.

"Domestic Science in Grammar Grades," by Lucy Langdon Williams Wilson.

"Tarr and McMurry's Series of Geographies," Vol. II., by R. S. Tarr and F. M. McMurry.

"Child Life in Literature," by Etta Austin Blaisdell.

"Thermodynamics," by Edgar Buckingham.

"Selections from Plato," edited by Lewis L. Forman.

Goethe's "Poems," edited by M. D. Learned.

"Zoology for Use in High Schools," by C. B. Davenport.

"A Short History of the United States," by Edward Channing.

"Educational Aims and Methods," by Sir Joshua G. Fitch.

"Outlines of the History of the English Language," by T. Northcote Toller.

"Source Readers of American History," Vol. I., "Colonial Children," Albert B. Hart.

Chaucer's "Prologue, Knight's Tale and Nonne Prestre's Tale," edited by Mark H. Liddell.

"Selections from Ovid," edited by C. W. Bain.

"Cornelius Nepos," edited by J. E. Barss.

"Elements of the Theory and Practice of Cookery," by Mary E. Williams and Katherine Rolston Fisher.

"A Text-Book of Botany for Schools," by L. H. Bailey.

R. H. Russell.

"The Treasures of the Metropolitan Museum of Art."

B. H. Sanborn & Company.

"The Captive of Plautus," edited by Grove E. Barber.

"Milton's Minor Poems," edited by E. S. Parsons.

"Macaulay's Essays on Milton and Addison," edited by J. Griffith Ames.

"The Sir Roger de Coverley Papers," edited by Frederic L. Bliss.

"The Catiline of Sallust," edited by Charles G. Herbermann.

"A New Composition and Rhetoric," by Lewis W. Smith and James E. Thomas.

Silver, Burdett & Company.

"The Elements of Arithmetic," by Ella M. Pierce.

"The New Complete Arithmetic," by David M. Sensenig and Robert F. Anderson.

"The Elements of Vocal Harmony," by Hugh A. Clarke.

"Elements of Ethics," by Noah K. Davis.

"Elementary Ethics," by Noah K. Davis.

"An Elementary Experimental Chemistry," by J. B. Ekeley.

"An Outline of New Testament Theology," by David Foster Estes.

Williams and Rogers.

"Inductive Civics," by F. J. Schneck.

"English-Spanish Shorthand," by F. E. Lester and F. F. Barker.

"Modern Banking and Bank Accounting," by E. V. Neal.

"Practical Vertical Writing," by E. C. Mills.

"High School Algebra," by Alvin I. Reinhard.

"New Commercial Arithmetic," by O. F. Williams and F. J. Schneck.

DREXEL INSTITUTE

PHILADELPHIA.

COMMERCIAL COURSE FOR TEACHERS.

THE pressing need in connection with the new and rapid growth of commercial education in the public schools and academies of this country is thoroughly trained teachers. To meet this demand, a course of instruction in the commercial branches has been organized in the

Department of Commerce and Finance, Drexel Institute

The Course includes Commercial Geography, History of Commerce, Commercial Law, Banking and Finance, and the English and Spanish Languages, in addition to the practical subjects of Book-keeping, Accounting, and Industrial and Commercial Arithmetic, essential to a complete commercial education.

Applicants must have at least two years' experience in general teaching, or have been graduated from a normal school of approved standing.

The Course can be completed in one year. Circulars can be had on application to the Registrar of the Institute.

JAMES MACALISTER, LL.D.,
President.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

A NEW EDITION WITH COLORED PLATES.

How to Know the Wild Flowers.

By Mrs. WILLIAM STARR DANA.

A Guide to the Names, Haunts, and Habits of our Common Wild Flowers: With 48 full-page colored plates by ELSIE LOUISE SHAW, and 110 full-page illustrations by MARION SATTERLEE. 60th Thousand. Crown, 8vo. \$2.00, net.

This new edition has been enlarged and entirely revised, and has 48 full-page colored plates, made especially from drawings by Miss ELSIE LOUISE SHAW for this edition. *The Nation* says:

"Every flower-lover who has spent weary hours puzzling over a botanical key in the effort to name unknown plants, will welcome this satisfactory book, which stands ready to lead him to the desired knowledge by a royal road."

How to Know the Ferns.

A Guide to the Names, Haunts, and Habits of our Native Ferns. By FRANCES THEODORA PARSONS. With 144 full-page illustrations, and 6 full-page illustrations from photographs. Crown 8vo, \$1.50, net.

"Of the ferns, as of the flowers, she writes as one who not only knows but loves them. The charm of her fern-book is as irresistible and pervading as is the charm of nature itself. This gifted and enthusiastic naturalist knows the ferns literally 'like a book,' and her book makes the first lesson of the novice in the lore of fern-life an easy and a delightful task."—*New York Mail and Express*.

BY THE SAME AUTHOR:

According to Season.

Talks about the Flowers in the Order of their Appearance in the Woods and Fields. 16mo, 75 cents.

"Mrs. Dana writes always of the flowers as one who sincerely loves them. The happy phrases that escape her are those which love alone could have inspired. The charm of this book is pervading and enduring as is the charm of nature."—*New York Times*.

CHARLES SCRIBNER'S SONS, Publishers, NEW YORK.

PUBLISHERS, M'FRS OF
SCHOOL SUPPLIES

DIRECTORY

AND SCHOOL
EQUIPMENT.

We give below a list of the leading firms of publishers of school books and manufacturers of school supplies and equipment. This will be a great convenience to subscribers to THE JOURNAL in sending orders. On another page is given a directory of the leading text-books, carefully classified. In writing for circulars, catalogs, or other information, you will get special attention by mentioning THE JOURNAL every time you write.

School Book Publishers.

American Book Co., N. Y., Cin., Chicago, Boston, Atlanta, Portland, Or.,
Baker & Taylor Co., New York
Barnes Co., A. S.
H. Holt & Co.,
Jenkins, W. E.
Longmans, Green & Co.,
Maynard, Merrill & Co.,
The Morse Co.,
Pitman & Sons, Isaac
Potter & Putnam,
Scribner's Sons, Chas.,
Oxford University Press
H. P. Smith Pub. Co.,
Alinsworth, F. F. & Co., Chicago
Eaton Co.,
Powers & Lyons,
Flanagan, A.,
Western Pub. House,
Scott, Foresman & Co.,
Butler, Sheldon & Co.,
N. Y., Phila., Chicago
Appleton & Co., D., N. Y. & Chi.
The Macmillan Co., N. Y. & Chi.
University Publishing Co.,
N. Y., Boston, and New Orleans
Ginn & Co., Boston, N. Y., Chi.
Heath & Co., D. C.
Houghton, Mifflin & Co.,
Boston, N. Y., Chi.
T. B. Shewell & Co.,
Prang Edu. Co., Bos., N. Y. & Chi.
Silver, Burdett & Co.,
Thompson, Brown & Co., Boston
Werner School Book Co.,
Chicago, N. Y., Boston, Phila.
Lippincott Co., J. B. Philadelphia
McKay, David,
Sower Co., Christopher
Williams & Rogers,
Roch., N. Y. & Chicago
Practical Text-Book Co.,
Cleveland, O.
Milton Bradley Co. Springfield, Mass.
B'kboards, Crayons, Erasers.
N. Y. Book State Co., New York
American sch. Furniture Co.,
New York, Chicago

Eraser Holders.

Morris & Dusham, Davenport, Ia.

Charts.

Silver, Burdett & Co., Boston
Potter & Putnam, New York
Franklin Publishing Co.,
American School Furniture Co.,
New York, Chicago
Western Pub. House,
Kellogg & Co., E. L. N. Y. Chicago
Williams & Rogers, Roch st'r, N. Y.

Dialogs, Recitations, etc.

Kellogg & Co. New York, Chicago

Music Publishers.

Ditson, Oliver & Co., Boston, N. Y.
Novello, Ewer & Co., New York

Book Covers.

Holden Book Cover Co.,
Springfield, Mass.

School Furniture.

American School Fur. Co.,
New York, Chicago

Potter & Putnam Co., New York

Dictionaries & Cyclopedias.

Appleton, D. & Co., New York City

The Century Co.,
Lippincott Co., J. B. Phila.

Merriman, G. & C., Springfield, Mass.

Diplomas, Reward Cards, etc.

Ricketts, C. L., Chicago

Gymnasium Apparatus.

Spalding, A. G. & Co., New York

Kindergarten Material.

Charles & Co., Thos., Chicago

Schermerhorn Co., J. W., N. Y.

Milton Bradley Co.,
Springfield, Mass.

Prang Edu. Co., Boston & N. Y.

Manual Training Supplies.

Chandler & Barber, Boston

American School Furniture Co.,
New York, Chicago

Hammacher, Schlemmer & Co.,
New York

Phys. and Chem. Apparatus.

Kny Scheerer & Co., New York

Elmer & Amend,
Bausch & Lomb, Rochester, N. Y.

Laing Planetarium, Detroit

Knott, App. Co., L. E., Boston

Ziegler A. A.,
Bullock & Crenshaw, Phila.

Insurance.

Mass. Mutual Life
Springfield, Mass.

Mutual Life
New York

Maps, Globes, etc.

Am. School Furniture Co.,
New York, Chicago

Howell, E. E., Washington, D. C.

Pens, Pencils, and Ink.

Eagle Pencil Co., New York

Gillett, Jos. & Sons,
Esterbrook Pen Co.,
E. Faber,
Dixon Pencil Co., Jersey City, N. J.

Pencil Sharpeners.

A. B. Dick Co., Chicago

School Supplies.

See also Blackboards, Book Covers,
Charts, Flaps, Maps, Globes, Bells,
School Blanks, Kindergarten Material,
etc.

Olcott, J. M., N. Y.

Schermerhorn Co., J. W.,
Andrew Sch. Fur. Co.,
H. N. Booz,
Flanagan, A., Chicago

American School Furniture Co.,
Chicago & N. Y.

Minerals.

Howell, E. E., Washington, D. C.

Photos for Schools.

Helman Taylor Art Co., N. Y.

J. C. Witter Co.,
Berlin Photo Co.,
Perry Pictures Co., Malden, Mass.

Sou & Co., Boston

W. H. Pierce & Co.,
Earl Thompson, Syracuse, N. Y.

Records, Blanks, Stationery.

Acme Stationery & Paper Co.,
New York

School Bells.

McShane & Co., Baltimore, Md.

Teachers' Agencies.

Coyliere, Mrs., New York

Pratt Teachers' Agency,
Young-Fulton, Mrs. M. J.,
Schermerhorn Co., J. W.,
Kellogg's Teachers' Bureau,
Albany Teachers' Ag. Albany, N. Y.

C. J. Albert, Chicago

Interstate Agency

Orville Brewer Teachers' Ag.,
Eastern, Boston.

Flisk Teachers' Agencies,
Boston, New York, Chicago

Toronto, Los Angeles

Central Ed. Bureau, Phila.

Penn. Ed. Bureau, Allentown, Pa.

Typewriters.

Am. Writing Mach. Co., New York

Wyckoff, Seamans & Benedict,
Smith Premier Co., Syracuse, N. Y.

Pittsburg, Pa.

Blickensderfer Co.,
Stamford, Conn., & N. Y.

School Telephones

Couch & Seeley, Boston

Schools.

School of Pedagogy, New York

Teachers College,
Cortina School of Languages,

Pianos and Organs.

Eatey Organ Co., Brattleboro, Vt.

Hotels.

Grand Union, New York

St. Denis, Phila.

Continental, Phila.

School Clocks.

Blodgett Bros., Boston

NEW BOOKS

Among Ourselves :

A Schoolmaster With His Friends at the Round Table. By Dr.

A. R. TAYLOR, Pres. of the Kansas State Normal School.

In it the author gives, with convincing earnestness, a series of inspiring talks to teachers about teaching and teachers. Enlivened with anecdote; its wise and true teachings expressed in the style of familiar, personal conversation; it delights its readers and carries a conviction of truth that influences conduct. Dr. Taylor is one of the most successful Normal School principals in the country and by this book some of the influence which he has been able to exert in making good teachers for Kansas will be extended to a wider field. Price, 50 cents.

Interest In Its
Relation to Pedagogy.

By Dr. WILHELM OSTERMANN, Edited by Dr. EDWARD R.

SHAW, Dean of School of Pedagogy, N. Y. University.

This book is regarded in Germany as an able and scholarly discussion of interest in relation to teaching; and it is believed that it will afford American teachers a clearer insight into this important subject, the discussions of which has been marked by much vagueness. Price, \$1 00; to teachers, 80 cents, postage, 7 cents.

Fitch's Lectures on Teaching.

The most substantial and desirable edition published in America of this great educational classic. Printed from new plates in large clear type and contains 462 pages. It is without doubt one of the most useful books for teachers ever written. It is an invaluable aid for almost every kind of instruction and school organization; it gives admirable advice on everything connected with teaching. It is an invaluable book for any teacher. Teachers' price, \$1.00, postpaid.

SENSIBLE PEOPLE

Have abandoned the idea of the old-fashioned rigid school desks combining desk and seat in one. Progressive school boards now seat their school-rooms with the modern

ADJUSTABLE CHAIR DESKS

By their use each child, no matter how large or small, is exactly fitted—is comfortable and, as a consequence, in a frame of mind to properly attend to his studies.

No distorted spines, no deranged vision, no slamming of folding seats, and the thousand and one other objections to ordinary school desks used by schools that have not kept pace with the times. Especially adapted to all kinds and characters of schools, from the primary to the advanced seminary or college.

DON'T PURCHASE until you have investigated the claims we make for this style of seating, and have looked over the evidence we have to submit of those who have used our desks.

One cent will buy a postal card. A moment's time will address an inquiry to us and the return mail will bring you our catalogue, etc.

J. H. BUTLER, Manager.

CHANDLER ADJUSTABLE CHAIR & DESK CO.,

165 Devonshire Street, Boston, Mass.





[Entered at the N. Y. P. O. as second-class matter.]

Published Weekly by
E. L. KELLOGG & CO.,

The Educational Building,
61 E. NINTH STREET, NEW YORK.
267-269 WABASH AVE., CHICAGO.

THE SCHOOL JOURNAL, established in 1870, was the first weekly educational paper published in the United States. During the year it published twelve school board numbers, fully illustrated, of from forty-four to sixty pages each, with cover, a summer number (one hundred twenty-four pages) in June, a private school number in September, a Christmas number in November, and four traveling numbers in May and June. It has subscribers in every state and in nearly all foreign countries.

SUBSCRIPTION RATES.

TWO DOLLARS a year in advance. One dollar for six months. Single copies, six cents. School board numbers, ten cents. Foreign subscriptions, three dollars a year, postage paid.

ADVERTISING RATES

Will be furnished on application. The value of THE SCHOOL JOURNAL as an advertising medium is unquestioned. The number and character of the advertisements now in its pages tell the whole story. Circulating as it does among the principals, superintendents, school boards, and leading teachers, there is no way to reach this part of the educational field so easily and cheaply as thru its columns.

Interesting Notes.

The Woman Kipling.

It is not often that an actor succeeds as an author. Clara Morris, who is widely known as the impersonator of Lady Macbeth and other Shakespearean characters, is one of the fortunate ones. She entered the field of literature about two years ago and has published two volumes of short stories—"The Silent Singer" and "Little Jim Crow"—which won instant recognition and success from their vividness of plot and clear, brilliant style. These qualities have earned for her the title of "The Woman Kipling." She is now preparing another volume of short stories.



CLARA MORRIS.

A Ship Canal for New York Harbor.

A company has been formed with a capital of \$50,000,000 to build in New York and Newark bays the largest shipping and railway docks in the world. At the head of the syndicate is J. N. Huston, ex-treasurer of the United States. The plan is to build a six-mile ship canal through Bayonne into Newark bay. On each side of this will be slips, and probably basins. Piers will continue this canal two miles out into New York bay. On this outer section of the canal 100 steamships can be loaded at the same time.

Throughout its entire length of eight miles the canal will be at least 200 feet wide and 30 feet deep at low water. The charter permits a width of 600 feet, if necessary, but it is likely that 200 or 300 feet will be decided upon. Including the docks, the New York bay terminal will be 600 feet wide and two miles long, giving a sheltered waterfront in New York bay of four miles.

The canal will be lined with slips and basins large enough to accommodate ocean steamships. The neck of land separating New York and Newark bays is about a mile wide where the canal will cross it. Newark bay is about three miles wide, and a 200 foot channel will be dredged across it. The canal will run two miles more through the marsh to South Newark. Here

IF YOU TEACH THE COMMERCIAL BRANCHES

You should investigate the merits of this list. Each of the following books has a wide sale to the best high schools of the country, and no better results can be obtained from any books. Correct in methods—accurate in results—they lighten the burden of the teacher and inspire the pupil.

BOOK-KEEPING—(Theory Method). Four books adapted to public schools of all grades from the grammar school up. Some for single entry, some for double.

BOOK-KEEPING—(Practical Method). A live practical work, written with special reference to high school needs. A new work, strictly up to date. Entries made from vouchers.

BUSINESS ARITHMETIC—The only Commercial Arithmetic that follows the inductive plan and presents the subject as it is presented in the office. A good list of problems.

COMMERCIAL LAW—This is now the most widely sold book of its kind on the market. Filled with practical cases or illustrations. Adapted to any State. An easy book to teach and in which to interest pupils.

SHORTHAND—Two modern up-to-date books, one presenting the Pitman system and one the Munson. Both books represent the latest methods in teaching the subject.

We also have text-books on other commercial branches such as Type-writing, Spelling, Writing, and Parliamentary Law. At this season of the year many teachers and school officers are seeking the most suitable books on these subjects with a view to their adoption for next year's work. We solicit the correspondence of all such, and a Catalogue and full information will be sent to all mentioning name of school with which connected.

ADDRESS

POWERS & LYONS,

7 Monroe Street, CHICAGO.

1133 Broadway, NEW YORK.

Braun's Carbon Prints



Direct Reproductions of the Original Paintings and Drawings by Old and Modern Masters; Ancient and Modern Architectures and Sculptures.

ENTIRE COLLECTION ABOUT 100,000 PLATES.

An Extract from our General Catalogue, containing about 1250 of the most celebrated subjects and 360 illustrations, is now in press and will be sent on application. Price, 50c. Free to Educational Institutions.

BRAUN, CLEMENT & CIE,

249 FIFTH AVE., cor. 28th St., New York. No other Branch House in America

The Latest

The Inductive Geography

By CHAS. W. DEANE, Ph.D., and MARY R. DAVIS.

Grammar School Edition. The best development of physiography of any text-book in Geography, the most modern in arrangement.

INDUCTIVE in method. Handsomely illustrated. Second edition, revised and greatly improved, now ready.

Size 7x11 inches, 334 pages. Price, \$1.00. Special price for examination, 90c. Get a copy for your teacher's desk.

Elementary Edition. This book is especially prepared for primary children beginning the study of the subject of Geography. Teaches through illustrations. Each illustrating a point or teaching a fact. It appeals to children's interests through the life it emphasizes.

Size 6 1/4 x 8 1/4 inches, about 200 pages. Ready in May. Special price for orders booked before May 1, 50c.

POTTER & PUTNAM CO., 74 Fifth Ave., New York.

MOONEY BUILDING, BUFFALO.

404 CHARLES BLOCK, DENVER

CHARLESTON, S. C.,

Can be reached from the East ONLY VIA

THE ATLANTIC COAST LINE.

In through trains and through Pullman Cars WITHOUT CHANGE

ROUTE—VIA WASHINGTON and RICHMOND.

Ask your Ticket Agent now, or write to any of the undersigned for information as to rates, etc., account of meeting of the National Educational Association, July 7th to 13th, 1900.

H. P. CLARK, G. E. A. } 229 Broadway,
JONAH H. WHITE, E. P. A. } New York City.
A. C. KENLY, Agent,
107 E. German Street, Baltimore, Md.

J. H. JOHNSON N. E. A.,
300 Washington Street, Boston, Mass.
S. MULLIN, Jr., Agent, 31 S. Third St., Phila., Pa.
A. L. REED, D. P. A.,
601 Penn. Av., Washington, D. C.

T. M. EMERSON, Traffic Manager.

[Wilmington, N. C.]

H. M. EMERSON, Gen'l Pass. Agt.

A First-Class
MICROSCOPE
And Outfit for Work for
\$16.00
A Reliable Scientific Instrument
Just the Thing for Winter Evenings
as well as Summer Afternoons



This is a
FLY'S FOOT
one of the thousands of interesting and instructive things which may be examined by any one with this microscope

An inexhaustible mine of amusement and information for young and old. Easy to use. Perfect optical results. "One may use the microscope a lifetime and never look at the same thing twice."
Outfit consists of microscope as shown, twelve prepared objects, such as fly's wing, foot of insect, etc., book describing and illustrating 1,000 common microscopic objects, glass slides, and covers for mounting objects, forceps, etc.

Microscopes, all prices, up to \$800.00
BAUSCH & LOMB OPTICAL CO.
Rochester, N. Y.
NEW YORK CITY CHICAGO

Magnifies 180 diameters (32,400 times).

HOUGHTON, MIFFLIN & CO.'S

New Books**THE MISSISSIPPI VALLEY IN THE CIVIL WAR**

By JOHN FISKE. With 18 Maps. Crown 8vo, \$2.00.

An exceedingly clear and interesting account of the course and significant events of the War for the Union in the Valley of the Mississippi.

NOTES ON THE BACON-SHAKESPEARE QUESTION.

By CHARLES ALLEN, late Judge of the Supreme Court of Massachusetts. 12 mo, \$1.50

Judge Allen's legal habit has led him to make a digest of all the direct and all the indirect evidence he could find on the Bacon-Shakespeare question in the writings of the leading editors, commentators, and students of Shakespeare. He makes a careful study of legal terms used by Shakespeare, and gives a chapter to Shakespeare's early life and education. The breadth of Judge Allen's survey and his judicial review of all available evidence lend distinct value to his book.

THE CONCEPTION OF IMMORTALITY

By JOSIAH ROYCE, Professor in Harvard University and author of "The Spirit of Modern Philosophy," "The Religious Aspect of Philosophy," etc. 16mo, \$1.00.

A strong and ingenious argument for man's immortality as the permanence of the Individual Man.

ROBERT TOURNAY

A Romance of the French Revolution. By WILLIAM SAGE. With illustrations. Crown 8vo, \$1.50.

This story has an interest quite like that of Dickens's French Revolution story, "A Tale of Two Cities." The spirit and atmosphere of that tremendous time pervade it; and the dramatic situations and movements are absorbing. Tournay is a fascinating character—patriotic, well-nigh omnipresent, fertile in resource, chivalrous, especially to the aristocratic lady he loves. This story ought to be one of the most popular books of the season.

THE SON OF THE WOLF

Tales of the Far North. By JACK LONDON. With a frontispiece illustration. Crown 8vo, \$1.50.

Mr. London, a born story-teller, here makes the first contribution from Alaska to the literature of fiction. The stories are based on his experience and observations in that region, and contain vivid pictures of life in the vicinity of the Yukon, with its privations, hardships, heroisms, and romance, and they are uncommonly readable.

Sold by all Booksellers. Sent postpaid, by

HOUGHTON, MIFFLIN & CO.,
11 E. 17th St., NEW YORK. BOSTON.

COLUMBIA UNIVERSITY.—NEW YORK CITY.

The professional school of Columbia University for the training of general teachers, supervisors, principals, superintendents, and instructors in normal schools and colleges. Open to both sexes. Fellowships and scholarships amounting to \$5,750 annually.

Catalogue sent on application to the Secretary
JAMES E. RUSSELL, Ph. D., Dean.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

DIPLOMAS, CERTIFICATES, Etc.,

of the highest grade furnished at a moderate cost to

Any Kind of School whether One or a Thousand be required. No shoddy type-effects!

Our goods have a national reputation for being

Chaste Artistic Correct

Tell us: (1) How Many; (2) Kind of School.

Be Wise To-day.

IF YOU
WANT
SPECIMENS
MENTION
THE
SCHOOL
JOURNAL.**Ames & Rollinson Co., New York.****The Educational System
of Round-Hand
Vertical Writing.**

The most artistic, the most comprehensive, the most rational, and the most economical series of Writing Books.

Prepared by ANNA E. HILL,
Supervisor of Penmanship,
Public Schools, Springfield, Mass.**IMPORTANT FEATURES.**

1. Three sizes of books, adapted to the desks in the various grades.
2. Attractive illustrations in the lower books.
3. The maximum of writing space at a minimum price.
4. The sound educational features of the vocabulary and sentences used.
5. Absence of confusing rules.
6. The movement exercises, without which there can be no rapidity.
7. Beauty and legibility of script.
8. The schoolroom charts.
9. The teachers' manual.

THOS. R. SHEWELL & CO., Publishers, Boston, New York, Chicago**Look
SILICATE BOOK SLATES**

take the lead. Hundreds of Schools have been fitted out, during the past two months, with Silicate Book Slates, Revolving Blackboards, Wall Blackboards, Roll Blackboards, Slated Cloth and Black Diamond Slating. Write for catalogue and price-list. Prices will astonish you. Beware of imitations under our trademarks. Address at once to the

N. Y. SILICATE BOOK SLATE CO.,
Corner Vesey and Church Sts., New York.**Silver, Burdett & Company, Publishers,**

Approved Text-Books Embodying Progressive Educational Methods

BOSTON
219-223 Columbus Ave.NEW YORK
29-38 East 19th St.CHICAGO
878-888 Wabash Ave.PHILADELPHIA
1228 Arch St.

That Tired Feeling

Just as surely indicates that the blood is lacking in vitality and the elements of health as does the most obstinate humor that the vital fluid is full of impurities. Hood's Sarsaparilla cures that tired feeling by enriching and vitalizing the blood, creating a good appetite and invigorating every organ of the body.

Hood's Sarsaparilla

"I had that tired feeling all the time. Was as tired in the morning when I rose as I was when I went to bed. I took four bottles of Hood's Sarsaparilla and it made me feel like a new man. I could work hard and not feel tired. I recommend Hood's to all who need a good medicine." A. P. CHARTER, Creston, Iowa.

Hood's Sarsaparilla is sold by all druggists. Get Hood's and only Hood's.

A Skin of Beauty is a Joy Forever.

Dr. T. FELIX GOURAUD'S

Oriental Cream, OR MAGICAL BEAUTIFIER,

Removes Tan, Pimples, Freckles, Moth-Patches, Rash and Skin diseases, and every blemish on beauty and defies detection. On its virtues it has stood the test of 62 years; no other has, and is so harmless we taste it to be sure it is properly made. Accept no counterfeit of similar name. The distinguished



Dr. L. A. Sayre said to a lady of the *haut-ton* in a patient: "As you ladies will use them, I recommend 'Gouraud's Cream' as the *least harmful* of all the skin preparations." One bottle will last six months using it every day. GOURAUD'S *POUDRE SUBTILE* removes superfluous hair without injury to the skin.

FRED. T. HOPKINS, Prop'r.
87 Great Jones Street, New York.
For sale by all Druggists and Fancy Goods Dealers throughout the U.S., Canada and Europe. Also found in N. Y. City at B. H. Macy's, Wanamaker's and other Fancy Goods Dealers.
Beware of Base Imitations. \$1.00 Reward for arrest and proof of any one selling the same.

SPALDING'S ATHLETIC LIBRARY

PUBLISHED MONTHLY

- No.
- 2 Indian Clubs and Dumb Bells. [Campbell]
 - 6 How to Play Lawn Tennis. By Champion
 - 29 Exercises with Pulley Weights. H. S. Anderson.
 - 73 Physical Training Simplified. No Apparatus.
 - 82 How to Train Properly.
 - 84 The Care of the Body.
 - 91 Warman's Indian Club Exercises.
 - 101 Official Croquet Guide.
 - 102 Ground Tumbling.
 - 104 The Grading of Gymnastic Exercises.
 - 106 Rules for Basket Ball for Women.

Price, 10 cts. per copy, postpaid.

A. G. SPALDING & BROS.
NEW YORK. CHICAGO. DENVER.

KIDDER'S PASTILLES. A Sure relief for Asthma. Sold by all Druggists. STOWELL & CO., Charlestown, Mass.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

there will be another great terminal, easily to be reached by the railroads which run in and near the city.

The company will reclaim the marshes surrounding Newark bay and build on them immense warehouses, elevators, cold stores, etc. Facilities for one great terminal will be afforded to all of the railroads centering in the New Jersey cities. Sidings will be continued all around the waterfront and into the warehouses, so that freight can be loaded into steamers without delay and with a minimum of handling. Perishable products which will arrive in special refrigerator cars will be run into cold stores, and thence into refrigerator steamers, all without a change of temperature.

Every piece of property necessary has been obtained under an option, and actual work will begin soon. As there are no great engineering feats involved, it is expected that the company will be ready in about two years to receive and ship freight.

An Interesting Series of Pictures.

For many years past the firm of Harper & Brothers, have in the publication of their various books and magazines gotten together a collection of pictures which are unequalled for their artistic merit. No expense has been spared in employing the greatest wood-engravers, steel-engravers, and artists of both Europe and America. As each publication has been printed these plates have been laid aside in their vaults, and to-day this series of plates is the most varied of its kind in existence; works on history, architecture, painting, sculpture, Biblical history, and an endless series of other publications being included in their lists.

For the first time this year the Helman-Taylor Art Company, of New York city, has undertaken to systematize this vast material into a series of pictures which may be used by the educational institutions of the country. They have taken these plates and chosen from the many thousands 1600 subjects which will be printed in a size approximately 4x5 inches on the best of paper, about 7x9 inches, and being taken from these blocks, in many cases wood engravings of the finest order, they are equal to the finest prints made by hand.

The catalog which will be issued in a short time will contain fifty pages, being illustrated with sixteen of the most interesting of these pictures, and will be sent upon receipt of five cents in stamps. This catalog is very interestingly divided, each section being devoted to one particular subject, and much information concerning the artist or the place is given in connection with the subject itself.

The following are the divisions: architecture, historical subjects, places connected with celebrated people, meteorology, music, natural history, paintings, portraits, actors, generals, statesmen, artists, musicians, miscellaneous, authors, royalties, explorers, scientists, religious subjects, sculpture; views, geographical and illustrative; subjects connected with the life of George Washington.

Hinds & Noble have just published new revised editions of Dallas Lind's book entitled "Best Methods of Teaching in Country Schools and 200 Lessons Outlined in United States History, English Grammar, Geography, Arithmetic and Physiology."

The next of the Century Company's series of patriotic books is to appear in October. It is "The Century Book of the American Colonies," by Elbridge S. Brooks, author of the preceding numbers. It is the story of a trip of the same party of boys and girls who figure in the other books, over all the ground covered by the early colonists, from New Orleans to Maine. Especial attention will be given to the settlements

THE PARIS EXPOSITION

OPENED APRIL 14.

The rush for accommodations is now on.

We have expended thousands of dollars to engage Desirable Berths on Popular Steamers and Sailing Dates and Rooms at European Hotels, which we are allotting Daily in connection with our Select Escorted Tours, including not only the Paris Exposition, but

The Oberammergau Passion Play.

The Rhine, Switzerland and Italy.

The Lands of Scott and Shakespeare.

Our Prices Include all Incidental Expenses as Specified. Many intending visitors will be absolutely unable to secure steamship and hotel accommodations, because they delay in applying. Several of our sailings are already full. Write to us for Illustrated Program, naming Tours you wish to take.

THE EUROPEAN TOURIST COMPANY,
154 Fifth Avenue, New York.

Pears'

Economical soap is one that a touch of cleanses.

Pears' shaving soap is the best in all the world.

All sorts of people use it, all sorts of stores sell it, especially druggists.

Systematic Collections

Minerals, Rocks, Invertebrate Animals

At less than one half the usual price, 40 Minerals or 40 Rocks (with unlabeled duplicate fragments) for \$2.00, 24 types of Invertebrates for \$3.50. Each collection in strong cloth covered case, with separate tray for each specimen, and accompanied with Text book of 80 pages. Descriptive circulars free. RELIEF MAPS, LANTERN SLIDES, CHARTS, ETC.

EDWIN E. HOWELL.

612 17TH STREET, N. W., WASHINGTON, D. C.
When writing mention THE SCHOOL JOURNAL.

ST. DENIS HOTEL

Broadway & Eleventh St., New York.
(Opposite Grace Church.)

Conducted on European Plan at Moderate Rates.
Centrally Located and most convenient to Amusement and Business Districts.
Of easy access from Depots and Ferries by Broadway Cars direct, or by transfer.
WM. TAYLOR & SON, Proprietors.

At the End of Your Journey you will find it a great convenience to go right over to

The GRAND UNION HOTEL

Fourth Ave., 41st and 42d Sts.
Opposite Grand Central Depot, New York.
Central for Shopping and Theatres.
Baggage to and from 42d St. Depot free.
Rooms, \$1.00 per day and Upwards.

The Famous Continental Hotel, PHILADELPHIA.

By recent changes every room is equipped with Steam Heat, Hot and Cold Running water, and lighted by Electricity.

RATES REDUCED.

AMERICAN PLAN.

100 rooms, \$2.50 per day. 125 rooms, \$3.00 per day
125 rooms, \$3.50 per day. 125 rooms, \$4.00 per day
(100) with bath, \$3.00 and upward.

EUROPEAN PLAN.

100 rooms, \$1.00 per day. 125 rooms, \$1.25 per day
125 rooms, \$1.50 per day. 125 rooms, \$2.00 per day
(100) with bath, \$2.00 and upward.

Steam Heat Included.

L. U. MALTBY, Proprietor.

MENNEN'S BORATED TALCUM TOILET POWDER



A Positive Relief for
**PRICKLY HEAT,
CHAFING and SUNBURN**
and all affections of the skin.

"A little higher in price than worthless substitutes, but a reason for it." Removes all odor of perspiration. Delightful after shaving. Sold everywhere, or mailed on receipt of 25c. Get Mennen's (the original). Sample free. Gerhard Mennen Co., Newark, N. J.

THE GREAT AMERICAN TEA CO.

Agents make
25 Per cent.
Commission
by getting orders for our
**TEAS, COFFEES,
EXTRACTS
SPICES and
BAKING POWDER**

SPECIAL PRESENTS
or checks. Freight paid. Send for new terms—FREE.

THE GREAT AMERICAN TEA CO.
P. O. Box 289. 31 & 33 Vesey Street, New York

FRENCH BERCY'S TEXT-BOOKS for Teaching French

are used everywhere. Send to the publisher for copies for examination.

WILLIAM R. JENKINS,

851 & 853 SIXTH AVENUE, - - NEW YORK
Complete catalogue on application.

5-CENT NATURE READERS.

We have begun the publication of a series of books for Supplementary Reading on Nature Subjects, at 5 cents per copy or 60 cents a dozen. Each contains about thirty-two pages, nicely illustrated and charmingly written. They will make delightful reading for the Spring term, and can be supplied to a class for a very small sum. Nos. 1, 2, and 3 are now ready and Nos. 4 and 5 will be ready very soon. All are for second and third grades:

- No. 1, Pussy Willow and Wake-Robin
- No. 2, The Spring Beauty and the Anemone.
- No. 3, The Squirrel and His Home.
- No. 4, Bittercress and Roses.
- No. 5, The Story of a Beehive.
- No. 6, Golden Rod and Aster.
- No. 7, Stories about Birds.
- No. 8, Christmas Stories.
- No. 9, Hiawatha and Its Author.

Other numbers are in preparation for First, Second, and Third Reader Grades.

E. L. KELLOGG & CO.,
61 East Ninth St., New York

SCHOOL BELLS UNIVERSITY and COLLEGE BELLS.
Purest copper and tin only. Terms, etc., free.
McSHANE BELL FOUNDRY, Baltimore, Md.

on the Southern Atlantic coast, and Jamestown, Williamsburg. Philadelphia, New York, the Connecticut coast, Plymouth, Salem, and the coast of Maine will be fully covered. The illustrations will number about two hundred, many of them photographs of the places as they look today.

The book will have the endorsement of the Society of Colonial Wars and an introduction by the governor of the society, Hon. Frederic J. de Peyster.

America Leads.

The medicinal value of a tried American remedy. Among the few modern synthetic chemicals which may justly be termed true derivatives of the coal-tar series, five-grain Antikamnia tablets are intensifying their hold upon the confidence of the profession, so that now, as the statistics will show, they are prescribed in excess of any of the preparations of this class.

That this faith is justified in practice, is evidenced by their unfailing remedial properties in rheumatism, sciatica, neuralgia, the fever superinduced by sunstroke, hemiparesis and la grippe (influenza and dengue); also all nervous troubles due to irregularities of menstruation. In five-grain Antikamnia tablets these properties are more speedily, more safely, and more efficiently manifested than in any of the others.

Antikamnia is a true derivative from organic substances, and its widespread adoption by the profession has made it the basis of a market for imitators. After all "imitation is the sincerest flattery."

—New England Medical Monthly.

School and Liquor Statistics.

The states named below pay for the support of schools the sum placed in the first column; to the United States government, as internal revenue, the sum placed in the second column.

New York,	\$26,500,000	\$27,000,000
Pennsylvania,	20,000,000	11,000,000
Illinois,	16,000,000	32,000,000
Ohio,	13,800,000	12,200,000
Massachusetts,	13,600,000	5,500,000
Iowa,	8,500,000	1,300,000
Missouri,	7,000,000	6,000,000
Texas,	4,900,000	1,000,000
California,	3,500,000	6,000,000
Kentucky,	3,000,000	12,000,000
Connecticut,	3,000,000	1,500,000
Georgia,	1,800,000	900,000
Maine,	1,600,000	35,000
Mississippi,	1,500,000	133,000
Vermont,	1,000,000	32,000
North Carolina,	850,000	1,000,000

These sums include the internal revenue taxes and licenses which is paid to the United States government, also the additional war taxes and penalties. The amount paid for schools is twenty-five millions in excess of that paid for liquor license and taxes.

Rest and Health to Mother and Child.

Mrs. WINSLOW'S SOOTHING SYRUP has been used for OVER FIFTY YEARS by MILLIONS OF MOTHERS for THEIR CHILDREN WHILE TEETHING, WITH PERFECT SUCCESS. It SOOTHES the CHILD, SOFTENS the GUMS, ALLAYS all PAIN, CURES WIND COLIC and is the best remedy for DIARRHOEA. Sold by Druggists in every part of the world. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

Arnold Constable & Co. Laces.

Embroideries.

Rich Laces, Lace Robes, Bridal Veils, Embroidered Allovers, Edgings, Flouncings, Embroidered Silk Waists.

Feather Boas.

Ladies' Neckwear, Chiffons.

Parasols, Gloves.

Broadway & 19th St.
NEW YORK.

THE BEST METHODS IN PRIMARY READING AND LANGUAGE.

For First Year Grades—

Appleton's Elementary Reading Charts.

Price, \$12.50

For Second Year Grades—

Primary Language Studies,

Part One. Price, \$15.00

For Third Year Grades—

Primary Language Studies,

Part Two. Price, \$15.00

The above Charts have been more widely adopted in City and Graded Schools than all other similar charts combined.

For circulars and further information address


FRANKLIN PUBLISHING COMPANY,

61 East Ninth Street, New York,
523 Wabash Avenue, Chicago.

ANDREWS
SCHOOL FURNISHING
65 5th Ave. N.Y. CO.



GREAT MEN



are like Sapolio. They waste themselves to make the world brighter. SAPOLIO is the electric light of house-cleaning.

NEW EDUCATIONAL BOOKS

A HISTORY OF ENGLAND.

FOR THE USE OF SCHOOLS AND ACADEMIES. By J. N. LARNED, Editor and Compiler of "History for Ready Reference and Topical Reading." With Topical Analyses, Research Questions, and Bibliographical Notes, by HOMER P. LEWIS, Principal of the English High School, Worcester, Mass. To be ready in the early summer.

NOTE.—The First Five Chapters of Larned's HISTORY OF ENGLAND will be ready for issue early in May. Paper, 15 cents. Correspondence solicited.

ENGLISH FOR SECONDARY SCHOOLS.

By W. F. WEBSTER, Principal of the East Side High School, Minneapolis, Minn. To be ready in the early summer.

This book is the development of the ideas contained in a paper on the study of English, including an outline of a course of study, presented by Mr. W. F. Webster, at the Washington meeting in 1898, of the Secondary Department of the National Educational Association.

THE RIVERSIDE ART SERIES.

No. 4.—JEAN FRANCOIS MILLET. By ESTELLE M. HULL. Paper, 30 cts., net; cloth, 40 cts., net. With 16 reproductions of representative pictures of the artist, and interpretative text.

ISSUES OF THE RIVERSIDE ART SERIES FOR THE PRESENT SCHOOL YEAR:

No. 1....RAPHAEL.....(October.) No. 3....MICHELANGELO.....(February.)
No. 2....REMBRANDT.....(December.) No. 4....JEAN FRANCOIS MILLET.....(April.)

Each issue: Paper, 30 cents; Cloth, 40 cents. Subscription price: for the four issues, in paper, \$1.00; in Cloth, \$1.50.

The Riverside Art Series is a good preparation or substitute for FOREIGN TRAVEL. It appeals to TEACHERS OF ART as a text, to TEACHERS OF LITERATURE as supplementary reading, and to all others who wish to have at hand the most important things in and about art.

THE FIRST BOOK OF BIRDS.

By OLIVE THORNE MILLER. School Edition. With 8 full-page illustrations in color, and many other illustrations. 60 cents, net.

RECENT ISSUES OF THE RIVERSIDE LITERATURE SERIES.

No. 141.—THREE OUTDOOR PAPERS by T. W. Higginson. With Biographical Sketch and Index of Animals and Plants mentioned. Paper, 15 cents, net.

No. 140.—THACKERAY'S HENRY ESMOND. (Quintuple Number.) With 76 illustrations, and a Biographical Sketch and Notes made especially for this edition. Paper, 60 cents, net; cloth, 75 cents, net.

CORRESPONDENCE SOLICITED. CIRCULARS SENT ON APPLICATION.

HOUGHTON, MIFFLIN & COMPANY,

4 Park St., BOSTON.

11 E. 17th St., NEW YORK.

378-388 Wabash Ave., CHICAGO.

THE MASSACHUSETTS MUTUAL LIFE INSURANCE COMPANY,

OF SPRINGFIELD, MASS.

Incorporated 1851.

STRICT mutuality observed in distribution of surplus. Each policy-holder, under all circumstances, receives the amount to which he is justly entitled.

SEND FOR CIRCULAR EXPLAINING CONTRACT.

A NEW WAY TO TEACH CIVIL GOVERNMENT

The study of civil government is usually reserved for the high school, while a great majority of pupils leave school at the conclusion of the intermediate and grammar grades. Superintendents and teachers everywhere have welcomed THE YOUNG AMERICAN, by HARRY PRATT JUDSON, LL.D., Head Professor of Political Science in the University of Chicago, which brings the teaching of civics and patriotism within reach of the lower grades by correlating these subjects with reading and history, as a happy solution of the difficulty they have heretofore found in giving lower grade pupils any adequate idea of the structure and functions of government and the rights and privileges of American citizenship. A sixth edition of 20,000 copies is now being distributed. 244 Pages, 12mo. Illustrated in Colors. Introduction price, 60 cents.

MAYNARD, MERRILL, & CO., Publishers, 29, 31 and 33 E. 19th St., New York.

TRANSLATIONS

INTERLINEAR.

HAMILTON, LOCKE and CLARK'S

Good type—Well Printed—Fine Paper—Half-Leather Binding—Cloth Sides—Price Reduced to \$1.50, postpaid. Send for sample pages.

Catalogue Free—Send for one.

LITERAL.

THE BEST TRANSLATIONS

New Copyright Introductions—New Type—Good Paper—Well Bound—Convenient for the Pocket—Price, postpaid, 50 cents each.

David McKay, Publisher, 1022 Market St., Philadelphia.

Pollard's Manual (\$1.00)

is a teacher's hand book, containing the most practical phonic instruction obtainable.

Pollard's Advanced Speller (30c.)

HELPS FOR TEACHERS

is the only Speller which clearly develops the principles of syllabication, pronunciation and accent.

Pollard's First Book for Little Folks.

(25c) is a Primer and Speller combined, and furnishes all of the text-book work required by first year pupils. It is specially adapted for tracing exercises, which afford delightful "busy-work" for the children, and furnish also the best possible means for securing a large amount of independent diacritical marking. It is the independent work of pupils, which the Pollard Method stimulates, that contributes more, perhaps, than any other one thing, to the phenomenal ability of Pollard-taught children to work out results for themselves.

For full particulars (free) write us for a Critique of the Pollard Method.

We can give you the testimony of thousands of people who have been using this Method from one to six years, whose verdict is that they can accomplish twice as much as with old Method.

WESTERN PUBLISHING HOUSE, CHICAGO, ILL.

The Best Books

for School or Home Study. Spelling, Letter Writing, Typewriting, English, Shorthand, Commercial Law, Pocket Dictionary, Arithmetic, Bookkeeping, and Business Practice. Illustrated Catalogue free. Address THE PRACTICAL TEXT BOOK COMPANY, 422 Superior Street, Cleveland, Ohio.

E. FABER.



Lead Pencils.